



GCE

Classics: Classical Civilisation

Unit **F383**: Roman Society and Thought

Advanced Subsidiary GCE

Mark Scheme for June 2018

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 2018

Annotations

Symbol	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	worthy of credit
	errors of fact
	misspellings
	errors of punctuation
	errors of grammar and expression
	omissions
	irrelevant material;
	improbable or confused statements/unclear
	conspicuous repetition
	illegible word or phrase
	Highlight as directed by the Lead Marker

MARK SCHEME

Question		Answer	Marks	Guidance	
				Content	Levels of Response
1	(a)	Briefly outline what Horace says in this satire about the virtues of plain living.	[10]		
		<p>Answers might include:</p> <ul style="list-style-type: none"> • if you are hungry you will not turn up your nose at plain food • bread and salt will appease your growling stomach • decent health • plain food agrees better • fall asleep easily • fresh the next day • better diet becomes a treat in illness and old age. 		AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1	

Question	Answer	Marks	Guidance																				
1 (b)	<p>How far do you think Horace makes Ofellus' life appear attractive in this passage? In your answer, you should refer to what Horace says and his use of language.</p> <p>Answers might include: What he says:</p> <ul style="list-style-type: none"> plain food is associated with friends' company: but if friends arrived friends do not expect effort: raisins taken down from the rafters simple games Fortune cannot take away the pleasure if you enjoy the bare minimum uses Ofellus to tell the story giving sense of nostalgia. <p>Techniques:</p> <ul style="list-style-type: none"> direct speech: the account is spoken by Ofellus metonymy: Ceres for bread worried wrinkles: alliteration choice of words: dropped in personification of Fortune. <p>He uses a friendly approach as the smiling satirist. He gently persuades his reader.</p> <p>However, there are some undertones that all is not well. The farm confiscation takes the edge off the idyllic picture painted.</p>	[20]																					
			<p>AO1 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table> <p>AO2 = 10</p> <table> <tr><td>Level 5</td><td>9 – 10</td></tr> <tr><td>Level 4</td><td>7 – 8</td></tr> <tr><td>Level 3</td><td>5 – 6</td></tr> <tr><td>Level 2</td><td>2 – 4</td></tr> <tr><td>Level 1</td><td>0 – 1</td></tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1
Level 5	9 – 10																						
Level 4	7 – 8																						
Level 3	5 – 6																						
Level 2	2 – 4																						
Level 1	0 – 1																						
Level 5	9 – 10																						
Level 4	7 – 8																						
Level 3	5 – 6																						
Level 2	2 – 4																						
Level 1	0 – 1																						

Question		Answer	Marks	Guidance																				
1	(c)	To what extent do you agree that Horace's <i>Satires</i> are made more appealing by his use of characters? In your answer, you should include reference to this passage and how characters are used in the other <i>Satires</i> of Horace which you have read.	[25]																					
		<p>Answers might include:</p> <p>From the passage:</p> <p>Horace uses Ofellus to get across his idea of moderation. He is portrayed as someone from Horace's childhood: As a boy I knew Ofellus.</p> <p>Umbrenus as a character is not fleshed out for us. He is used as a subtle hint at land confiscations but we are not supposed to know more of him other than a name.</p> <p>The whole of satire 2.2 is presented as Ofellus' idea: An unprofessional philosopher of sturdy common sense (2.2.3).</p> <p>2.6: Town Mouse and Country Mouse and the dangers of excessive luxury; these are deliberately attractive characters to get across his moral message.</p> <p>2.8: How miserable people are who strive to put on an extravagant meal. Horace missed being at Nasidienus' dinner. The attitude of this nouveau riche man is exploited by</p>	<ul style="list-style-type: none"> • Candidates may come to any reasoned conclusion. 	<p>AO1 = 10</p> <table> <tr> <td>Level 5</td> <td>9 – 10</td> </tr> <tr> <td>Level 4</td> <td>7 – 8</td> </tr> <tr> <td>Level 3</td> <td>5 – 6</td> </tr> <tr> <td>Level 2</td> <td>2 – 4</td> </tr> <tr> <td>Level 1</td> <td>0 – 1</td> </tr> </table> <p>AO2 = 15</p> <table> <tr> <td>Level 5</td> <td>14 – 15</td> </tr> <tr> <td>Level 4</td> <td>10 – 13</td> </tr> <tr> <td>Level 3</td> <td>6 – 9</td> </tr> <tr> <td>Level 2</td> <td>3 – 5</td> </tr> <tr> <td>Level 1</td> <td>0 – 2</td> </tr> </table>	Level 5	9 – 10	Level 4	7 – 8	Level 3	5 – 6	Level 2	2 – 4	Level 1	0 – 1	Level 5	14 – 15	Level 4	10 – 13	Level 3	6 – 9	Level 2	3 – 5	Level 1	0 – 2
Level 5	9 – 10																							
Level 4	7 – 8																							
Level 3	5 – 6																							
Level 2	2 – 4																							
Level 1	0 – 1																							
Level 5	14 – 15																							
Level 4	10 – 13																							
Level 3	6 – 9																							
Level 2	3 – 5																							
Level 1	0 – 2																							

Question	Answer	Marks	Guidance
	<p>Horace, some may say, cruelly. However Horace maintains his distance by having the account told by his friend.</p> <p>Stoics are given a passing mention such as Fundanius the old windbag. They are made to look ridiculous.</p> <p>Interlocutors- some characters are not named but are used as representing a counter argument. This is part of Horace's gentle persuasion.</p> <p>Candidates should make specific references to the text and assess the appeal of the characters and contribution to Horace's message.</p>		

Question		Answer	Marks	Guidance	
2	(a)	What does Juvenal tells us about the patron-client relationship in his <i>Satires</i>?	[10]		
		<p>Candidates should demonstrate an understanding of the term when using examples from Juvenal. Parts of the system are criticised by Juvenal.</p> <ul style="list-style-type: none"> • the <i>salutatio</i>/morning greeting: 1.101: the abuse of the system with the rich turning up • <i>sportula</i>/dole/handout: 1.95: clients scrabble for food; 1.125 fraudulent claims • invitation to dinner: 1.131: it never comes; reference to cabbages and kindling • in the passage: clients get muddy on the way to their patron. <p>More generally:</p> <p>Juvenal describes the corruption and candidates may compare this with the normal practice.</p> <p>The system fostered insincerity: reference to Greeks burrowing into great houses 3.72; reference to Domitian (Satire 4) and the turbot.</p>	<ul style="list-style-type: none"> • Latin terms are not required 	AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1	

Question		Answer	Marks	Guidance
2	(b)	<p>In this passage, how does Juvenal make his description of life in Rome vivid? In your answer, you should include discussion of what Juvenal says and the language he uses.</p>	[20]	
		<ul style="list-style-type: none"> the passage describes the bustling streets of Rome using a variety of verbs: jogs along; outstrips us; buffet; swaying the dangers seem very real- soldier's boot; fir-tree swaying; cartload of marble a man is crushed: graphic description; the use of the metaphor- avalanche down; nodding threat alliteration: poles poke. Plosives used to simulate the prodding. <p>The scene is cinematic as the focus pans across different characters in the street: the tycoon, soldier, servant, poor man.</p>	<ul style="list-style-type: none"> A summary of the passage should not form the focus of the answer. Candidates must address both parts of the question <p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p>	

Question		Answer	Marks	Guidance
2	(c)	<p>In your opinion, how successful a writer would Juvenal be in modern society? Using this passage as a starting point, you should refer to Juvenal's themes and style of writing in the <i>Satires</i> you have studied.</p>	[25]	
		<p>Juvenal provides biting criticism on the vices of his day mainly greed and corruption. Candidates may draw parallels with modern society. References to Juvenal's themes may include:</p> <ul style="list-style-type: none"> • patron-client relationship (1) • crime (3) • dangers of poor housing (3) • emperor's council (4). <p>Candidates may feel that some of these may not be successful themes for a modern audience.</p> <p>Knowledge of Modern satire: Some may feel that there is some parallel of purpose in Juvenal with <i>entertain</i> and <i>criticism</i>.</p> <p>Have I got News for you,a political criticism/ alleged corruption of politicians</p> <ul style="list-style-type: none"> • Private Eye – also political • Comedians such as Lee Nelson who criticise snobbery/nouveaux riches. <p>Some may feel he is too critical of some sections of his society such as Crispinus (as seen in Satire 1 & 3) which would be unacceptable in modern society.</p>		<p>Candidates may come to any reasoned conclusion with textual support.</p> <p>AO1 = 10 Level 5 9 – 10 Level 4 7 – 8 Level 3 5 – 6 Level 2 2 – 4 Level 1 0 – 1</p> <p>AO2 = 15 Level 5 14 – 15 Level 4 10 – 13 Level 3 6 – 9 Level 2 3 – 5 Level 1 0 – 2</p>

Question		Answer	Marks	Guidance																				
3		<p>How far do you agree that Romans did not respect the nouveaux riches?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • Include discussion of who the nouveaux riches were • Analyse how Romans viewed the nouveaux riches • Support your answer with evidence from your knowledge of Roman society and the works of Horace, Petronius and Juvenal. 																						
		<p>Answers might include:</p> <p>Knowledge of Roman Society</p> <ul style="list-style-type: none"> • details of property qualifications for different classes; most candidates will regard the nouveaux riches as freedmen, with resultant restrictions: could not be an officer in the army or be a <i>duumvir/aedile</i>. <p>Evidence from Horace</p> <ul style="list-style-type: none"> • Nasidienus 2.8. Horace is only sad to miss the dinner as he wanted to laugh at the man's attempts to impress Maecenas. This could be deemed cruel. <p>Evidence from Petronius</p> <ul style="list-style-type: none"> • Trimalchio shows 'filthy ostentation' • money is important to him • Trimalchio claims never to have heard a philosopher • Petronius satirises the nouveaux 	<ul style="list-style-type: none"> • Candidates may come to any reasoned conclusion 	<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
Level 5	18 – 20																							
Level 4	14 – 17																							
Level 3	9 – 13																							
Level 2	5 – 8																							
Level 1	0 – 4																							
Level 5	22 – 25																							
Level 4	17 – 21																							
Level 3	12 – 16																							
Level 2	6 – 11																							
Level 1	0 – 5																							

Question	Answer	Marks	Guidance
	<p>riches for whom money is important as it gives them status.</p> <p>Evidence from Juvenal</p> <ul style="list-style-type: none"> • Juvenal Satire 3 indicates that Umbricius cannot earn a decent living as freedmen are muscling in • money and lack of money seem to feature in his <i>Satires</i>: Cordus; the expense of litigation; abuse of the daily handout. He seems to respect the poor Cordus over the richer freedmen. 		
4	<p>'The most successful satires are based on the themes of food and dinner parties.'</p> <p>To what extent have you found this to be true from your study of Roman satire?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • include details from satires based on food and dinner parties and on different themes • analyse the success of satires based on food and dinner parties and on different themes • support your answer with evidence from the works of at least two of Horace, Petronius and Juvenal. 	[45]	

Question	Answer	Marks	Guidance																				
	<p>Satires which deal with food and dinner parties:</p> <p>Horace: 2.8 Nasidienus' detailed description put into each course such as when the apples were picked.</p> <p>Simple food as advocated in several <i>Satires</i>, such as chicken instead of peacock. Horace also enjoys a simple dinner party rather than the ostentation of others.</p> <p>Petronius: There are several courses of food served with flourish such as elegant hors d'oeuvres (31); Corinthian ass with olives; dormice sprinkled with honey; details of food on the Zodiac dish.</p> <p>Juvenal: Satire 4: the mock heroic description of the calling of the council to discuss a fish. This is more subtle than Petronius yet may be as successful in getting across the message.</p> <p>However, candidates may feel that there are other themes where satire is just as/ more successful:</p> <ul style="list-style-type: none"> • city of Rome (Juvenal 3) • people not being satisfied with their lot (Horace 1.1) • It may be argued that Trimalchio's behaviour is the real success behind the account of <i>Dinner with Trimalchio</i> rather than the food. 		<p>AO1 = 20</p> <table> <tr><td>Level 5</td><td>18 – 20</td></tr> <tr><td>Level 4</td><td>14 – 17</td></tr> <tr><td>Level 3</td><td>9 – 13</td></tr> <tr><td>Level 2</td><td>5 – 8</td></tr> <tr><td>Level 1</td><td>0 – 4</td></tr> </table> <p>AO2 = 25</p> <table> <tr><td>Level 5</td><td>22 – 25</td></tr> <tr><td>Level 4</td><td>17 – 21</td></tr> <tr><td>Level 3</td><td>12 – 16</td></tr> <tr><td>Level 2</td><td>6 – 11</td></tr> <tr><td>Level 1</td><td>0 – 5</td></tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
Level 5	18 – 20																						
Level 4	14 – 17																						
Level 3	9 – 13																						
Level 2	5 – 8																						
Level 1	0 – 4																						
Level 5	22 – 25																						
Level 4	17 – 21																						
Level 3	12 – 16																						
Level 2	6 – 11																						
Level 1	0 – 5																						

Question	Answer	Marks	Guidance																				
5	<p>Who gives a more interesting personal commentary on Roman society, Pliny or Juvenal?</p> <p>In your answer you should:</p> <ul style="list-style-type: none"> • include what Pliny and Juvenal say about Roman society • compare the different attitudes of these authors towards Roman society • support your answer with evidence from your study of both authors. 	[45]																					
	<p>Answers might include:</p> <p>Pliny</p> <p>Pliny's letters cover a range of topics:</p> <ul style="list-style-type: none"> • slaves who are sick • slaves who attack master • freedmen who are sick • freedmen are treated poorly at dinner • women such as Arria and Calpurnia • fellow senators • the emperor as seen in the letters to Trajan. <p>These are very personal but only give us a snapshot of a limited section of society. The letters were also edited for publication and so lack some personal details and a sense of immediacy. They may feel more informative than interesting.</p> <p>Often the subject of the letter is incidental to a message Pliny wishes to convey.</p>		<p>AO1 = 20</p> <table> <tr> <td>Level 5</td> <td>18 – 20</td> </tr> <tr> <td>Level 4</td> <td>14 – 17</td> </tr> <tr> <td>Level 3</td> <td>9 – 13</td> </tr> <tr> <td>Level 2</td> <td>5 – 8</td> </tr> <tr> <td>Level 1</td> <td>0 – 4</td> </tr> </table> <p>AO2 = 25</p> <table> <tr> <td>Level 5</td> <td>22 – 25</td> </tr> <tr> <td>Level 4</td> <td>17 – 21</td> </tr> <tr> <td>Level 3</td> <td>12 – 16</td> </tr> <tr> <td>Level 2</td> <td>6 – 11</td> </tr> <tr> <td>Level 1</td> <td>0 – 5</td> </tr> </table>	Level 5	18 – 20	Level 4	14 – 17	Level 3	9 – 13	Level 2	5 – 8	Level 1	0 – 4	Level 5	22 – 25	Level 4	17 – 21	Level 3	12 – 16	Level 2	6 – 11	Level 1	0 – 5
Level 5	18 – 20																						
Level 4	14 – 17																						
Level 3	9 – 13																						
Level 2	5 – 8																						
Level 1	0 – 4																						
Level 5	22 – 25																						
Level 4	17 – 21																						
Level 3	12 – 16																						
Level 2	6 – 11																						
Level 1	0 – 5																						

Question	Answer	Marks	Guidance
	<p>Juvenal</p> <p>His style of writing gives an immediacy to what he says. He covers a wider range of topics:</p> <ul style="list-style-type: none">• patron-client relationship from the clients' point of view• crime and corruption of the unfair processes of law• women shown in a bad light;• imperial council. <p>His style is that of the angry satirist which can be overwhelming at times. However his accounts and style are interesting.</p> <p>How personal Juvenal's commentary is, is for the candidate to decide.</p>		

APPENDIX 1

	AO1: Recall and deploy relevant knowledge and understanding of literary, cultural, material or historical sources or linguistic forms in their appropriate contexts.		AO2(a): Analyse, evaluate and respond to Classical Sources (literary, cultural, material or historical sources or linguistic), as appropriate. AO2(b): Select, organise and present relevant information and argument in a clear, logical, accurate and appropriate form.			
Level 5	9-10		18-20	9-10	14-15	22-25
	<ul style="list-style-type: none"> - A very good collection/range of detailed factual knowledge; - Fully relevant to the question; - Well-supported with evidence and reference where required; - Displays a very good understanding/awareness of context, as appropriate. 			<ul style="list-style-type: none"> - Thorough analysis of evidence/issues; - Perceptive evaluation with very thoughtful engagement with sources/task; - Very well structured response with clear and developed argument; - Fluent and very effective communication of ideas; - Very accurately written with effective use of specialist vocabulary/terms. 		
Level 4	7-8		14-17	7-8	10-13	17-21
	<ul style="list-style-type: none"> - A good collection/range of detailed factual knowledge; - Mostly relevant to the question; - Mostly supported with evidence and reference where required; - Displays a good understanding/awareness of context, as appropriate. 			<ul style="list-style-type: none"> - Good analysis of evidence/issues; - Sound evaluation with thoughtful engagement with sources/task; - Well structured response with clear argument; - Mostly fluent and effective communication of ideas; - Accurately written with use of specialist vocabulary/terms. 		
Level 3	5-6		9-13	5-6	6-9	12-16
	<ul style="list-style-type: none"> - A collection/range of basic factual knowledge; - Partially relevant to the question; - Partially supported with evidence and reference where required; - Displays some understanding/awareness of context, as appropriate. 			<ul style="list-style-type: none"> - Some analysis of evidence/issues; - Some evaluation with some engagement with sources/task; - Structured response with some underdeveloped argument; - Generally effective communication of ideas; - Generally accurately written with some use of specialist vocabulary/terms. 		
Level 2	2-4		5-8	2-4	3-5	6-11
	<ul style="list-style-type: none"> - Limited factual knowledge; - Occasionally relevant to the question; - Occasionally supported with evidence; - Displays limited understanding/awareness of context, as appropriate. 			<ul style="list-style-type: none"> - Occasional analysis of evidence/issues; - Limited evaluation or engagement with sources/task; - Poorly structured response with little or no argument; - Occasionally effective communication of ideas; - Occasionally accurately written with some recognisable specialist vocabulary/terms. 		
Level 1	0-1		0-4	0-1	0-2	0-5
	<ul style="list-style-type: none"> - Little or no factual knowledge; - Rarely relevant to the question; - Minimal or no supporting evidence; - Displays minimal or no understanding/awareness of context, as appropriate. 			<ul style="list-style-type: none"> - Very superficial analysis of evidence/issues; - Little or no evaluation or engagement with sources/task; - Very poorly structured or unstructured response; - Little or no effective communication of ideas. - Little or no accuracy in the writing or recognisable specialist vocabulary/terms. 		

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

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 (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

