



GCSE

Latin (9–1)

Unit **J282/03**: Prose Literature B

General Certificate of Secondary Education

Mark Scheme for June 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
BP	Blank page
BOD	Benefit of doubt
?	Unclear
X	More serious error in translation, error
—	Inconsequential error in translation question
~~~~	Unclear, incomplete answer
REL	Relevance
✓	Correct answer, good point made in extended writing question
HA	Harmful addition
REP	Repetition
Λ	Partial credit, incomplete point in extended writing questions or omission

## Subject Specific Marking Instructions

- Allow appropriate synonyms in translation and comprehension questions.
- In comprehension, unless otherwise specified, past or present tenses are both allowed.

Question		Answer	Mark	Guidance
1	(a)	The man/one/he who had/has the highest/greatest/supreme/utmost authority/influence/prestige (1) among/over the Druids/them (1).	AO2 2	Allow misspelling “upmost” ( <i>sic</i> ) Need a superlative adjective for <i>summam</i>  Paraphrase such as “in charge of all of them” = 1 mark
1	(b)	By a vote/election/democracy (1) or with/in arms/weapons/weaponry/fight/battle/swords (1).	AO2 2	Do not allow “by choosing”, etc., as it is repeated from the question.
1	(c)(i)	Those (people) who wanted to know/learn/study/get to know (1) about the Druids / Druids’ way of life/the matter/practice/business more carefully/thoroughly (1)	AO2 2	Require the comparative and a rendering of <i>diligentius</i> , “more/rather carefully”, etc. “to know more/better about their training” = 1 mark only Do not allow loose paraphrases like “apprentices” or “trainee Druids” Allow “to be students of the Druids” = 1 mark
1	(c)(ii)	Learning/to get to know/to study/to learn/for the sake of learning (1).	AO2 1	
2	(a)	To entrust/commit to writing/letters/to write (these) verses/poems/teachings/traditions (1).	AO2 1	Single verse/poem = OK
2	(b)	They did not wish their verses/teaching/training/rule of life (1) to be made known/divulged to the public/people/masses (1). They do/did not wish them to pay less attention to/be less keen on/neglect (1) their memory (1).	AO2 4	Allow a range of answers so long as the overall meaning is clear, e.g., “Otherwise their memory may not work as well” = 2 mark The comparative and the negative both need to be included in the response. Allow “to be made commonly known” (not “widely”)
2	(c)	That souls do/did not perish/die (1), (after death) they go across/transfer/migrate from one (body) to another/from some... to others... (1).	AO2 2	References to reincarnation without close reference to the Latin = 1 mark
2	(d)	(They were roused to) courage/virtue/honour (1).	AO2 1	Allow plurals, e.g., “virtues”

Question		Answer	Mark	Guidance						
3		<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="444 303 1170 641"> <tr> <td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr> <tr> <td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr> <tr> <td>0</td><td>point is not valid, or none are drawn</td></tr> </table> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• <i>ingenti magnitudine</i>: combination of these two words (quotation of <i>ingenti</i> does not by itself get quotation mark) implies sheer scale of the effigies</li> <li>• <i>viminibus ... vivis</i>: Caesar emphasises that the men are alive when put in the wicker men. The alliteration of the 'v' sound adds to the ominous atmosphere.</li> <li>• <i>vivis hominibus</i>: Reference to adjective <i>vivis</i> to emphasise the fact the men are still alive when burnt</li> <li>• <i>complet</i>: Choice of word is suggestive of cramming the bodies in/the sheer number of people being executed</li> <li>• <i>simulacris incensis</i>: Sibilance represents the sound of the flames</li> <li>• <i>incensis...circumventi</i>: use of past participles before the present tense verb demonstrates the rapid sequence of events</li> <li>• <i>farto...latrocinio...aliqua noxia</i>: tricolon, shows the range of crimes that lead to execution; OR <i>aliqua noxia</i> similarly, indefinite use again shows how</li> </ul>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn	AO3 4	<p>NOTE: This is a style question, so candidates should refer to Caesar's style of writing.</p> <p>NOTE: A valid quotation with insufficient analysis = 1 mark.</p> <p>NOTE: An invalid/incorrect quotation, e.g., a quotation that is unfocused, but with well-developed analysis = 1 mark.</p> <p>DO NOT CREDIT:</p> <ul style="list-style-type: none"> <li>• 'promotion' of <i>suppicia</i></li> <li>• Word order of <i>membra viminibus contexta</i></li> <li>• Only simple reference to <i>ingenti</i> or <i>ingenti magnitudine</i> without discussion of combination of words does not get mark for analysis</li> </ul> <p>Allow <i>flamma circumventi pereunt</i> = 1 mark for quotation, but do not allow content-based answers (e.g. "imagery") on the flames.</p>
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		<p>easy it is to be given capital punishment; OR <i>aut...aut...</i> demonstrates the same.</p> <ul style="list-style-type: none"> <li>• <i>gratiora</i>: use of comparative shows the grim nature of the gods who accept such sacrifices</li> <li>• <i>supplicia</i>: repeated use of word to emphasise the idea of punishment</li> <li>• <i>incensis ... flamma</i>: Caesar puts the <i>homines</i>, the human beings, inside the two words which refer to the burning, <i>incensis</i> and <i>flamma</i>. This emphasises the men being enveloped by the flames; OR two words for fire (<i>variatio</i>) should be credited, but not as a separate point.</li> <li>• <i>copia</i>: use of this word treats the prisoners like objects or commodities, dehumanises them</li> <li>• <i>etiam (ad innocentium)</i>: the use of the word <i>etiam</i>, even, emphasises the terrible fact that innocent victims are used as well as those guilty of a crime.</li> <li>• <i>innocentium supplicia</i>: the juxtaposition of these two words emphasises the horror of punishment of innocent people</li> <li>• <i>descendunt</i>: Caesar shows his disgust by the use of <i>descendunt</i>. The Druids descend even to the sacrificing of innocents.</li> </ul>		
4	(a)	<p>For first mark, accept a valid emotion, such as:</p> <p>They look down on them / thought them foolish (1)      They think of them as savages (1)      They think of them as weak / disorganised / poor fighters (1)      They feared them / felt threatened by them (1)      They were shocked/surprised by them (1)      They were despondent (1)      They were satisfied by victory (1)      They were angry with them / hated them (1)      Allow answers that refer to the change of the Romans'</p>	AO3 2	<p>Allow a range of synonyms for what the Romans might have felt.</p> <p>To gain both marks, the emotion must be linked to a correct explanation.</p> <p>Do not accept "Romans didn't like them" as too vague, but credit a reasonable explanation to support their answer.</p>

Question		Answer	Mark	Guidance						
		<p>feelings, e.g., they were now not frightened, they laid aside their fears, etc.</p> <p>A valid explanation for the emotion for second mark, such as:</p> <p>The Britons are described as fanatical (1)  The Romans cut them down (1)  Their battle line contains women (1)  The Britons are enveloped by their own fire (1)  The Romans killed them in a particularly cruel way (1)  The Romans needed to rouse each other (1)  The Roman general had to encourage his troops (1)  The Romans cut down those in their way (1)</p>								
4	(b)	The Britons sacrificed their prisoners / made offerings to their altars / used / make use with the blood of their captives/hostages (1) and they made use of human entrails/flesh/bowels/guts/viscera/intestines/innards (1).	<b>AO3 2</b>	<p>Allow a range of translations which convey the idea of sacrifice of “captives/hostages/prisoners” (but not “men” or “victims”) for the first mark, and for the second mark, the use of human entrails.</p> <p>Reference to consulting of gods not required.</p>						
5		<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="444 1013 1179 1357"> <tr> <td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr> <tr> <td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr> <tr> <td>0</td><td>point is not valid, or none are drawn</td></tr> </table>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn	<b>AO3 4</b>	<p>NOTE: Answers may be either content- or style-based.</p> <p>NOTE: For full credit, candidates must answer the question by showing <i>how</i> Tacitus emphasises the ill-treatment of the Britons, as well as quoting the Latin (as well as making the meaning clear).</p>
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	<p>Answers may include:</p> <ul style="list-style-type: none"> <li>• <i>acerrimum</i>: superlative adjective / placed first word in the sentence; the extent of their hatred is indicative of their mistreatment;</li> <li>• <i>acerrimum in veteranos odium</i>: <i>veteranos</i> is placed between <i>acerrimum</i> and <i>odium</i> to emphasise the hatred felt towards the veterans. The hatred is roused due to the ill-treatment they have suffered at the hands of the veterans; OR the short abrupt sentence calls attention to their hatred; OR omission of <i>erat</i> contributes to same idea.</li> <li>• <i>nuper</i>: suggests the outrages were fresh, or immediate to take place</li> <li>• <i>pellebant ... exturbabant ... appellabant</i>: tricolon of verbs / all in the imperfect to show the long period of time the offences took place / asyndeton to suggest a rapid chain of events; OR <i>pellebant...</i> <i>exturbabant</i> use of tautology to emphasise the eviction from their homes;</li> <li>• Promotion of <i>pellebant</i>, and <i>exturbabant</i> draws sharper attention to the action of driving them out of their homes;</li> <li>• <i>exturbabant</i>: intensive verb / prefix ex- / word choice to emphasis disruption of Britons' lives</li> <li>• Reference to both <i>captivos vel servos</i> shows the range of insults against the Britons</li> <li>• <i>militesque superbiam saevitiamque veteranorum incitabant</i>: sibilance making a hissing sound, emphasising the unpleasant nature of the Romans' actions; OR reference to <i>superbiam</i> and <i>saevitiam</i> is suggestive of their ill-treatment; OR even the soldiers are supporting the aggression</li> <li>• <i>licentiae</i>: emphatic word order to emphasise the freedom to behave as they liked; OR powerful word <i>licentiae</i> demonstrates that the veterans are free to treat the locals as they like.</li> </ul>		<p>A quotation may only be used for one point, maximum 2 marks.</p> <p>Content points must be allowed. Candidates must quote the Latin and make clear the meaning, for example:</p> <ul style="list-style-type: none"> <li>• <i>acerrimum</i>, “their hatred was very great”;</li> <li>• <i>pellebant... exturbabant</i>: “they drove them out of their homes and their fields”</li> <li>• <i>superbiam saevitiamque</i> “The Romans showed savagery and arrogance towards...”</li> </ul>

Question		Answer	Mark	Guidance
6		<p>Assess against criteria in the 5-mark AO2 grid (see end of paper).</p> <p><b>iam Suetonio erant quarta decima legio cum vexillariis vicensimae et e proximis auxiliares, decem ferme milia armatorum: contendere et acie congregedi parat. eligitque locum angustis faucibus et a tergo silvis clausum.</b></p> <p>Suggested translation:</p> <p><i>Now Suetonius had the fourteenth legion with the detachment/veterans of the twentieth legion and auxiliaries from the neighbouring areas, about ten thousand armed men: he prepared to march and join battle. And he chose a place with a narrow gorge and blocked in the rear by woods;</i></p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Accept “Suetonius was commanding”, “Suetonius had”, “There was/were for Suetonius”, “Suetonius was with”</p> <p>Accept past tense translations of <i>parat</i> and <i>eligit</i>.</p> <p>Accept singular or plural for <i>vexillariis</i>.</p> <p>Accept “neighbouring”, “from the locals”, “neighbouring area” for <i>e proximis</i></p> <p>Accept a variety of translations for <i>ferme</i>, e.g., around, almost, approximately, roughly, quite, close to, entirely, etc.</p> <p>For <i>contendere</i>, accept a range of translations, “hurry”, “make haste”, “march”, “contend” etc.</p> <p>Accept <i>silvis</i> if translated in singular as “wood”</p> <p>Accept a variety of translations for <i>faucibus</i>, either single or plural, e.g., pass(es), defile(s), wing(s), approach(es), etc.</p> <p>Accept a variety of translations for <i>a tergo</i>, e.g., from the rear, from the back, at the back, etc.</p> <p>For <i>clausum</i> accept blockaded, protected, shut off, closed off, etc.</p> <p><b>Inconsequential errors:</b></p> <p>Omission or mistranslation of <i>iam</i></p> <p>Not putting <i>Suetonio</i> into the nominative in English</p> <p>Translating <i>parat</i> as “they prepared”.</p> <p>Omission of “and” (<i>et</i> or <i>–que</i>)</p> <p><b>More serious errors:</b></p> <p>omission of <i>ferme</i></p> <p>Translating <i>armatorum</i> as only “men”</p> <p>All other errors including omissions are to be classed as serious.</p>

Question	Answer	Mark	Guidance
			<p>All of the meaning conveyed, with one inconsequential error allowed, for <b>5 marks</b>.</p> <p>Most of the meaning conveyed, with two errors (which may include a <b>more serious</b> error) or three inconsequential errors allowed, for <b>4 marks</b>.</p> <p>Maximum of <b>4 serious</b> errors for <b>3 marks</b></p> <p>Maximum of <b>6 serious</b> errors for <b>2 marks</b></p> <p><b>7 or more serious errors</b>, but at least <b>4 words</b> with the correct meaning for <b>1 mark</b></p>
7*	<p>Assess against criteria in the 8-mark AO3 grid (see the end of paper).</p> <p><b>How does Tacitus emphasise the superiority of the Romans in this passage?</b></p> <p><b>In your answer you may wish to consider:</b></p> <ul style="list-style-type: none"> <li>• <b>Tacitus' description of the Romans' attack</b></li> <li>• <b>Tacitus' description of the plight of the Britons.</b></li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>• <i>potentis</i>: prefix <i>pro-</i> suggests the long reach of the cavalry's lances</li> <li>• <i>perfringunt</i>: intensifying prefix <i>per-</i> suggests the Romans' force to break through; OR historic present, Tacitus draws in his audience as it is vividly staged in the moment;</li> <li>• <i>obvium et validum</i>: any strong forces in their path. The two adjectives convey the decisive action of the Romans that was right in the face of the Britons. Give credit to reference to <i>quod</i> meaning "any"</li> <li>• <i>terga praebuerunt</i>: they showed/offered their backs. This imagery of the Britons' flight by showing their backs emphasizes their cowardice</li> </ul>	<b>AO3</b> <b>8</b>	<p>Full credit should be given to points which:</p> <ul style="list-style-type: none"> <li>• quote the Latin</li> <li>• translate / make clear the meaning</li> <li>• analyse the Latin stylistically in order to answer the question</li> </ul> <p>Partial credit can be awarded to points which lack the Latin quotation, fail to show clear understanding of the meaning or which do not sufficiently analyse the style.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <i>difficili effugio</i>: short, separate phrase draws attention to their predicament</li> <li>• <i>abitus</i>: emphatic placement at the end of the sentence to show that there was no escape for the Britons</li> <li>• <i>ne feminis quidem</i>: the Romans did not even spare the women. Use of <i>ne quidem</i> suggest that one might have expected them to show mercy to the women</li> <li>• <i>etiam</i>: not even the baggage animals got away. Pitiful sight. The Romans are utterly ruthless</li> <li>• <i>corporum cumulum</i>: alliteration of 'c' emphasizes the slaughter, and perhaps reflects the sound of battle</li> <li>• <i>confixaque telis</i>: graphic imagery to convey a sense of violence; OR promotion of the phrase to draw attention to the slaughter</li> <li>• <i>milites laudem claram et parem</i>: Tacitus' authorial comment on the victory</li> <li>• <i>laudem claram... antiquis victoriis</i>: enclosing word order draws attention to Romans' victory</li> <li>• <i>parem</i>: use of simile to compare this victory with the splendid victories of old</li> <li>• <i>milites... Britannorum</i>: the Romans are called soldiers, whereas the Britons are not given any military terminology, which suggests Roman superior discipline</li> <li>• <i>eo die... antiquis victoris</i>: the author's voice emerges / authorial comment or opinion, to emphasise how important this victory was</li> <li>• <i>quippe</i>: 'indeed'; Tacitus is emphasizing the scale of the victory by giving the casualty numbers. <i>quippe</i> backs up his point</li> <li>• <i>cecidisse... interfectis</i>: the contrast of these verbs suggests that the Britons were easier to bring down, <i>variatio</i></li> </ul>		

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• <i>nec minus</i>: litotes to highlight the enormity of their losses</li> <li>• <i>octoginta milia... quadringentis</i>: exaggeration of the Britons' casualties / scientific detail gives sobering reality of Roman superiority; contrast with the number of British losses.</li> <li>• <i>Boudica vitam veneno finivit</i>: Tacitus' use of brevity. The Britons are utterly defeated and their leader's suicide follows quickly underlining the Romans' superiority; OR the alliteration of 'v' draws attention to the poor plight of defeated queen</li> </ul>		
8*		<p><b>What impression of the Britons have you formed from your reading? You should refer to both Caesar's description of the Druids and Tacitus' account of Boudica's rebellion.</b></p> <p><b>Assess against criteria in the 10-mark grid (see end of paper).</b></p> <p><i>Arguments may include (AO3):</i></p> <p>The Britons/Druids were:</p> <ul style="list-style-type: none"> <li>• religious/spiritual</li> <li>• popular</li> <li>• held in great honour</li> <li>• wise</li> <li>• strict</li> <li>• violent</li> <li>• vengeful</li> <li>• privileged</li> <li>• secretive</li> <li>• savage</li> <li>• disrespectful of the sanctity of human life</li> <li>• fearsome</li> </ul>	<b>10</b> made up of <b>AO2=5</b> <b>AO3=5</b>	<p>Full credit should be given to candidates who refer to the description of the Druids by Caesar who states that the <i>disciplina</i> of the Druids originated in Britain and spread from there throughout Gaul.</p> <p>Full credit should also be given for the interpretation that Caesar's words are not applicable to the Britons, although they may refer to Caesar's words about the <i>disciplina</i> originating in Britain. Candidates who felt they could not mention Caesar should not be disadvantaged for only referring to Tacitus.</p> <p>Full credit should be given for references to the <i>Druids' Last Stand</i> in Anglesey (Mona).</p> <p>Credit should be given to candidates who write about what they think Caesar's and Tacitus' view of the Britons is. Credit should also be given to candidates who give their own personal opinion about the Britons.</p>

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• brave</li> <li>• uncivilised and strange</li> <li>• scholarly/learned/scientific/sophisticated</li> </ul> <p>Boudica and her people were:</p> <ul style="list-style-type: none"> <li>• unfairly treated by the Romans</li> <li>• ill-disciplined in war</li> <li>• over-confident</li> <li>• proud/arrogant</li> <li>• fool-hardy</li> <li>• pitiable</li> <li>• shrewd</li> <li>• loyal</li> <li>• vengeful</li> <li>• leaders/influential</li> <li>• rich/wealthy</li> <li>• submissive</li> <li>• egalitarian</li> <li>• noble or weak (suicide)</li> <li>• tribal/loyal to tribe:</li> </ul> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p>The Britons/Druids were:</p> <ul style="list-style-type: none"> <li>• <b>religious/spiritual</b>: they were concerned with divine matters and looked after sacrifices and explain religious beliefs</li> <li>• <b>popular</b>: many people flocked to them to learn</li> <li>• <b>held in great honour</b>: they decided on all disputes and give out punishments. Their decisions were upheld by all</li> <li>• <b>wise</b>: they explained religious beliefs and acted as judges in disputes. They learnt a great number of verses</li> </ul>		

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>strict</b>: they banned others from sacrifice if they did not obey their decisions</li> <li>• <b>violent</b>: they sacrificed criminals as well as innocent victims:</li> <li>• <b>vengeful</b>: executed criminals and prisoners by burning them alive</li> <li>• <b>privileged</b>: Druids were exempt from war, did not pay taxes and were free from all duties</li> <li>• <b>secretive</b>: they did not commit verses to writing and used Greek letters when they wrote</li> <li>• <b>savage</b>: the method of executing victims in wicker men was particularly savage. They also used the entrails of humans to consult the gods</li> <li>• <b>disrespectful of the sanctity of human life</b>: they sacrificed humans, even those who were innocent</li> <li>• <b>fearsome</b>: the Druids in the battle in Anglesey stood around the battle lines uttering terrible prayers, terrifying the Roman soldiers</li> <li>• <b>brave</b>: willing to fight for leadership by competition of arms; inspiring bravery by teaching transmigration of souls</li> <li>• <b>superstitious / uncivilised and strange</b>: sacrificing humans / using their entrails for divination; burning living people;</li> <li>• <b>scholarly</b>: large number of verses memorized; study of astronomy; etc.</li> </ul> <p>Boudica and her people were:</p> <ul style="list-style-type: none"> <li>• <b>pitiable / unfairly treated by the Romans</b>: Boudica beaten; daughters raped; nobles driven from their inheritance; people driven from their lands; Boudica ends her life by poison</li> <li>• <b>shrewd</b>: attacked through secret conspiracies; Prasutagus made Nero co-heir in an attempt to safeguard his kingdom;</li> </ul>		

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>loyal</b>: other tribes rally behind Boudica after her mistreatment</li> <li>• <b>terrifying appearance of the women</b>: in the battle in Anglesey the women ran around in the manner of Furies</li> <li>• <b>brave</b>: they faced up to the Romans in battle, including the women</li> <li>• <b>unfairly treated by the Romans</b>: Boudica, the queen, was beaten and her daughters raped. The chieftains were deprived of their ancestral possessions and were treated like slaves</li> <li>• <b>ill-disciplined in war</b>: before the battle the forces of the Britons were rushing around wildly</li> <li>• <b>over-confident / fool-hardy</b>: they brought along their wives to witness their victory which never happened; left their wagons at the back, which blocked their means of escape</li> <li>• <b>proud</b>: they rebelled against the odds in order to get back their sovereignty; Boudica ended her life with poison rather than fall into the hands of the Romans</li> <li>• <b>vengeful</b>: raising a major rebellion to throw off the yoke of the Romans;</li> <li>• <b>leaders/influential</b>: Boudica is able to rouse the other tribes; Trinobantes follow, also others not yet broken by slavery</li> <li>• <b>rich/wealthy</b>: Prasutagus was well known for his wealth; lands were desirable to Roman settlers;</li> <li>• <b>submissive</b>: Prasutagus put Nero in his will in an attempt to secure his kingdom</li> <li>• <b>egalitarian</b>: both women and men were on the battlefield; Boudica was the leader of the armies of the Britons;</li> <li>• <b>noble or weak (suicide)</b>: Boudica's suicide was a noble end of a defiant spirit; or a quick exit for a</li> </ul>		

Question		Answer	Mark	Guidance
		<p>cowardly leader.</p> <ul style="list-style-type: none"><li>• <b>tribal/loyal to tribe:</b> Trinobantes and others quickly followed Boudica</li></ul>		

Guidance on applying the marking grids for the 8-mark extended response

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

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

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

0 = No response or no response worthy of credit

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

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

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

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

10-mark grid for the extended response question		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9-10	<ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding of the set text (AO2)</li> <li>• well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7-8	<ul style="list-style-type: none"> <li>• good knowledge and sound understanding of the set text (AO2)</li> <li>• a good response to the question which is supported by some well-selected examples from the set text (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> <li>• some knowledge and understanding of the set text (AO2)</li> <li>• a reasonable response to the question which is supported by some examples from the set text (AO3)</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3-4	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of the set text (AO2)</li> <li>• a limited response to the question which is occasional supported by reference to the set text (AO3)</li> </ul> <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> <li>• very limited knowledge and understanding of the set text (AO2)</li> <li>• a very limited response to the question with very limited reference to the set text (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way</i></p>

0= No response or no response worthy of credit

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

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

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

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

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

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