

**GCSE**

**Latin**

General Certificate of Secondary Education **GCSE 1942**

# **Mark Schemes for the Components**

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**June 2009**

**1942/MS/R/09**

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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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#### **Latin (1942)**

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# 1942/06 Coursework

## 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><br>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><br>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><br>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><br>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><br>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><br>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><br>Very little reference to primary sources, and no integration. Most will be irrelevant and not identified or referenced.   |
| Band 8 | <i>0 marks</i><br>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.   |

# 1942/11 Paper 1 – Language 1 (Foundation)

## 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, if properly applied, 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 additive model:** 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, 1 will be for meaning, and 1 for syntactical relationship. Where 3 marks are allocated (usually verbs or superlatives), 1 will be for meaning, 1 for tense, and 1 for voice or mood; or 1 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 other scheme requires excessive calculation.

**(b) the deductive model:** 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 scheme 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 schemes 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 scheme to use. However, in cases of doubt, when a good script contains a poorly-done clause, reference can be made to the word-based model 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. 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) rich (1) he lived (1) in / on the mountains / on a mountain (1)  
 (in a mountain = 0) near / by Rome (1) with two (1) sons (1)  
 and one / a (1) daughter (1) (two daughters and one son = 2)  
 Any six points. [6]
- (b) the city / town (1) of Rome (1) (Rome = 2; Roman city = 1)  
 surrounding / around (1) mountains (1)  
 (surrounding area by the mountains = 1; surrounded the mountains = 1) [4]
- (c) many / lots of (1) men / people (1) were (being) (1) killed (1)  
 (active = OK) ('died / were dying' = 2) [4]
- (d) the sons (1) and daughter (1) (children = 2 if correct in (a)) of Valesius /  
 his (1) were / were made / became / grew (1)  
 very / most / -est / extremely (1) sick (1) [6]
- (e) terrified / petrified / afraid / scared (anxious / worried = 1) [2]
- (f) (i) to transfer (1) (allow intransitive; remove = 0)  
 the children's / their danger(s) / illness / plague / disease / curse (1)  
 to / into / onto the head (1) (on / in = 0; body = 0) of himself (1)  
 (to his head = 2) (to him = 1; to his body = 1)  
 (to save him instead = 3; remove this curse from their heads = 1; to  
 transfer his children out of danger = 2) [4]
- (ii) seeking / looking for / searching for / finding (2) (getting / making for = 1)  
 water (1) for them (1) (their = 0) [4]

**Total for Question 1 = [30]**

## Question 2

**Specimen Translation**

Suddenly Valesius heard a voice, which said these words: 'Carry your children first to the Tiber, then to Tarentum; there give them water, which you must seek from the altar of Dis. Then your children will be safe.' Although the father did not know where Tarentum was, he embarked on a ship with his children. In the middle of the night they reached the Campus Martius. When the children wanted hot water, Valesius ordered the sailors to take the ship to the bank. The sailors said that the name of that place was 'Tarentum'. Valesius, now happy, sought fire. Soon he came to a place in which the ground itself was on fire.

1 1 1 1 1 1 1 1 1 1 12  
subito *Valesius* vocem audivit, quae haec verba dixit:

1 1 1 1 1 1 1 1 8  
'porta *liberos* tuos primum ad *Tiberim*, deinde *Tarentum*;

1 1 1 1 1 1 1 1 1 1 13  
ibi da eis aquam quam ab *ara Dis* petere debes.

1 1 1 1 5  
tum *liberi tui* erunt.'

1 1 1 1 1 1 1 1 1 1 1 1 13  
quamquam pater nesciebat ubi *Tarentum* esset, cum *liberis* in navem *conscendit*.

1 1 1 1 1 1 7  
media nocte ad *Campum Martium* advenerunt.

1 1 1 1 1 1 6  
cum *liberi aquam calidam* cuperent,

1 1 1 1 1 1 1 1 1 10  
*Valesius* nautis imperavit ut *navem* ad *ripam* ducerent.

1 1 1 1 1 1 1 1 1 11  
*nautae* nuntiaverunt nomen illius loci '*Tarentum*' esse.

1 1 1 1 1 5  
*Valesius* iam laetus *ignem* petivit.

1 1 1 1 1 1 1 1 10  
mox ad *locum* venit in quo terra ipsa *ardebat*.

**11 sections: Total = 100. Divide this total by 2. Ring the new total.**

**Total for Question 2 = [50]**

## Question 3

- (a) made it (1) hot / warm (1) (heated it = 2) [2]
- (b) they fell asleep (1) at once (1) [2]
- (c) the plague (1) left their bodies / disappeared / or similar (1)  
(they were cured = 2) (there was no plague in them = 2) [2]
- (d) to sacrifice (1) victims (1) at / on (1) (to = 0) the altar (1)  
of Dis (1) (accept 'to Dis' if it is the altar, not sacrifice; accept 'Ditis')  
here (1) [6]
- (e) (i) he ordered / got (1) the slaves (1) to excavate (1)  
the ground / earth / land (1) (floor / field = 0) [4]
- (ii) he (must be linked) (1) saw / could see / caught sight of / found (1)  
no (1) altar (1) there (1)  
Any four. [4]
- (f) (i) they (1) found (1) an ancient / old (1) altar (1) [4]
- (ii) very (1) happy / delighted (1) (he rejoiced very much = 2) [2]
- (iii) (he) quickly (1) sacrificed (1) three (1) victims (1) [4]
- (iv) (because) three (1) children (1) had been / were (1) free(d) (1)  
from danger / plague / disease (1) (cured / saved = 2)  
Any four. [4]
- (g) many (1) citizens (1) did the same (1) (allow even if singular) (must be  
main verb) wanting / they wanted (1) to give thanks (1)  
to the god / Dis (1) (plural = 0) [6]

**Total for Question 3 = [40]**

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

# 1942/12 Paper 2 – Verse Literature (Foundation)

## Section A: Virgil

- 1 (a) (i) Styx/ Cocytus/ Acheron [1]
- (ii) dirty  
unshaven/ unkempt beard  
fiery eyes/ standing out with flame  
filthy cloak  
slung over his shoulders/ tied with a knot Any **three** of these. [3]
- (b) (i) carrying dead souls across the river/ ferryman [1]
- (ii) sails + a pole/punting [2]
- (iii) *ferruginea* = rust-coloured, dark [2]
- (c) he is old ... but being a god ... he isn't in bad condition for his age (or sim.) [3]
- (d) mothers/ husbands : families left without a mother/father (or sim.)  
great heroes : died fighting/ finished with life  
unmarried girls : never had the joy of marriage/children  
young people : died before their parents/ buried by their parents  
Any **two** of these + explanation of sadness. [4]
- (e) the large number of leaves/birds [1] ~ vast crowd of souls [1]  
leaves falling from trees [1] → end of human life [1]  
birds migrating [1] → souls migrating to new life [1]  
ref. to autumn/ cold [1] → the chill of death [1]  
Any **two** of these or other convincing comparisons. [4]
- (f) they have to stand there and wait  
begging to get across (first)  
stretching their hands  
longing for the further shore Any **three** of these. [3]
- (g) Award marks in proportion to the amount of correct sense achieved overall, in accordance with the appendix 'Instructions for marking translations of set texts'.  
*navita sed tristis nunc hos nunc accipit illos,  
ast alios longe summos arcet harena.* [5]
- (h) he is not supposed to transport a living person  
Charon objects to his being armed  
he thinks he is another intruder like Hercules/ Theseus [1]  
or Hercules came to steal Cerberus [1] ... Theseus came to kidnap Persephone [1]  
the sibyl reassures Charon re Aeneas' respectability  
+ explains that he is on a mission to see his father  
+ shows him the Golden Bough

Any **four** of these or other valid points. [4]

**TOTAL = 32**

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

- 2 (a) (i) Persephone/ Proserpina/ wife of Pluto/ queen of the underworld etc. [1]
- (ii) the golden bough [1]
- (b) happy place(s)  
nice lawns/ green spaces  
fortunate/happy woods  
blessed seats/homes Any **three** of these. [3]
- (c) (i) 'greater' air/ more generous atmosphere  
+ bright light/ sun/ stars [2]
- (ii) how can there be sun/stars under the earth? (or other valid comment) [1]
- (d) (i) exercise  
competitive sport  
wrestling  
dancing  
singing Any **three** of these. [3]
- (ii) repetition of P **or** folk-dance rhythm [1]
- (e) (i) Orpheus [1]
- (ii) long robe [1]
- (iii) a lyre/harp (or sim.) ... played with fingers + (ivory) plectrum [3]
- (iv) the seven strings of his lyre/ the seven notes of the scale [1]
- (f) (i) Troy [1]
- (ii) (very) fine/ beautiful [1]
- (iii) they are the ancestors of Aeneas/ the Romans [1]
- (g) they were happier in life than they are now in the underworld  
their element is really the Trojan War/ war in general  
their times were better than Aeneas' time  
Any **one** of these, or other convincing explanation. [2]
- (h) he was the founder of Troy [1]
- (i) YES: at rest - no more wars to fight  
still able to enjoy chariots/weapons  
still able to keep horses  
NO: no purpose left for them, because there are no wars to fight  
their chariots/weapons are out of commission  
their horses just wander aimlessly about  
Any **four** of these or other valid points – for/against/mixture. [4]

**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: Cambridge Latin Anthology

- 3 (a) (i) a Rutulian leader/ chief of the Italian cavalry (or sim.) [1]  
 (ii) *saevit/ atrox* [1]  
 (iii) Nisus [1]  
 (iv) he can't see who threw the spear(s)/ doesn't know which way to turn [1]
- (b) (i) pay the price ... for both of them [2]  
 (ii) he will make him pay 'with his (warm) blood'  
 (Accept translation **or** appropriate comment re V's 'bloodthirstiness'.) [1]  
 (iii) sword [1]
- (c) frightened/ panic-stricken (or sim.) [1]
- (d) he cannot bear ... his grief/ pain/ what is happening to Euryalus [2]
- (e) (i) he tries to make Volcens attack him instead of Euryalus  
 [partial answers = 1] [2]  
 (ii) he insists that the guilt is all his][ Nisus did nothing  
 (Accept trans. **or** explanation which clearly makes appropriate contrast) [2]
- (f) he simply supported Nisus out of affection [=2]  
**or** accept translation : 'he loved his friend [1] ... too much [1]' [2]
- (g) the sword driven with great strength  
 passes right through the ribs  
 and tears open his chest  
 comment on *candida* Any **two** of these. [2+1]
- (h) Award marks in proportion to the amount of correct sense achieved overall, in  
 accordance with the appendix 'Instructions for marking translations of set texts'.  
*volvitur Euryalus leto, pulchrosque per artus*  
*it cruor inque umeros cervix collapsa recumbit.* [5]
- (i) flower cut down by the plough [1] ~ Euryalus cut down by Volcens' sword [1]  
 flower 'drooping' (*languescit*) [1] → E slowly sinking to the ground [1]  
 poppies weighed down by rain [1] ~ E's neck collapsing [1]  
 'weary' (*lasso*) [1] → E's stamina gradually running out [1]  
 Any **two** of these or other convincing comparisons. [4]

- (j) Nisus was the one who planned the expedition to Aeneas  
he is also the elder of the two  
it was N who threw the spear(s) at Volcens' men  
but Euryalus volunteered to come along  
and E did more killing of sleeping Rutulians  
E gave the game away by putting on a shiny enemy helmet

Any **three** of these or other valid points. [3]

**TOTAL = 32**

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

- 4 (a) (i) the beginning [1] ... of the night [1] [2]
- (ii) He is just going to sleep [1]
- (b) (i) grabs hold of him  
pulls him up by the hair  
orders him to stay awake [3]
- (ii) because he treats him roughly (or sim.) [1]
- (iii) shattered [1]
- (c) (i) he has a lot of girls available ... but chooses to sleep on his own (or sim.) [2]
- (ii) he is forced to do what Love says/ he is under the control of Love (or sim.) [1]
- (iii) *solus* (repeated) **or** *io* **or** *dure* + appropriate explanation re meaning/effect. [2]
- (d) content : he jumps up hurriedly  
barefoot  
with his tunic loose/ not properly dressed  
first he tries his hardest not to go out ... then hurries off  
regrets going ... but then ashamed to go back home
- style : rhythmic balance between two halves of 8  
use of opposites in 8  
elisions in 7 and 8 --> rushing around  
*nunc ... nunc*  
alliteration of P in 9-10
- Any **four** of these or other valid points (content or style). [4]
- (e) people talking  
the usual din in the street  
birds singing  
dogs yelping
- Any **three** of these. [3]
- (f) he dreads going back to his bed/ trying to get to sleep  
he says he follows Cupid's command  
addresses him as 'great Cupid' [3]
- (g) e.g. Petronius: Love won't let him sleep  
he makes him wander around the town looking for girls  
but really this is just an excuse for his own sex-drive!
- Catullus: sometimes feels madly in love with Lesbia  
and wants lots of kisses from her  
at other times he feels tortured by his love for her.
- Ovid: likes going to chariot-races  
because they give him a chance to chat up his girl-friend  
he wishes that he could be the charioteer that she supports.

Euryalus: was in love with Nisus  
he insisted on going on N's expedition  
but this did them no good as they were both killed.  
Any **five** of these or other valid examples.

[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 .**

**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

# 1942/13 Paper 3 – Language 2 (Foundation)

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

e.g.           1    1    1       1       2           1       2       3  
*Betis olim Gazam contra exercitum Alexandri fortiter defendebat*

Betis (1) once (1) had defended (2 only – wrong tense) Gaza (1) against (1) the armies (1 only – singular) of brave (0 – adverb, not adjective) Alexander (1)

*olim* = often (0)

*defendebat* = marched (0 – meaning quite wrong)

etc.

## NB

- 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.
- 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.
- 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)

2 2 2 1 3 2 2 2 3 2 1 2 3  
 primus rex Romae Romulus erat, qui urbem pulchram aedificavit et bonas leges civibus dedit (27).

1 2 2 2 2 1 1 3 1 2 2 1 3  
 postquam multos annos bene regnavit, olim contionem habuit ut milites recenseret (19). subito fuit

1 2 1 1 1 1 3 1 2 1 2 1 2  
tempestas magna et nimbus tam densus Romulum celavit ut cives eum videre non possent (23).

1 1 1 1 3 3 1 2 1 2 1 3 1 3  
 ubi tandem lux clara rediit, conspexerunt sedem regis vacuam esse (16). nemo sciebat quid accidisset;

2 3 2 1 2 2  
 multi dicebant deos eum in caelum tulisse (20).

1 2 1 2 2 1 3 1 3 1 2 2  
 tum senator, Proculus nomine, civibus orationem fecit (12). 'hodie,' inquit, 'Romulus ex caelo ad me

3 3 1 2 2 2 2 3 2 2 1 2 2 1  
 descendit (12). iussit me haec verba nuntiare: dei volunt Romam esse caput omnium terrarum; nulli

2 2 2 1 3 2 2 2 2 3 1 2  
 hostes militibus Romanis umquam resistent.' (35) ab illo die Romani omnes credebant Romulum deum

2  
 factum esse (16).

180 marks, rounded down to 40 (grid provided)

## Paper 1942/13 (Language 2 Foundation Tier): Mark Scheme

## Scaling grid to round down from 180 to 40

|               |                |                 |                 |
|---------------|----------------|-----------------|-----------------|
| 1 = 0         | 46 = 10        | 91 = 20         | 136 = 30        |
| 2 = 0         | 47 = 10        | 92 = 20         | 137 = 30        |
| 3 = 1         | 48 = 11        | 93 = 21         | 138 = 31        |
| 4 = 1         | 49 = 11        | 94 = 21         | 139 = 31        |
| 5 = 1         | <b>50 = 11</b> | 95 = 21         | <b>140 = 31</b> |
| 6 = 1         | 51 = 11        | 96 = 21         | 141 = 31        |
| 7 = 2         | 52 = 12        | 97 = 22         | 142 = 32        |
| 8 = 2         | 53 = 12        | 98 = 22         | 143 = 32        |
| 9 = 2         | 54 = 12        | 99 = 22         | 144 = 32        |
| <b>10 = 2</b> | 55 = 12        | <b>100 = 22</b> | 145 = 32        |
| 11 = 2        | 56 = 12        | 101 = 22        | 146 = 32        |
| 12 = 3        | 57 = 13        | 102 = 23        | 147 = 33        |
| 13 = 3        | 58 = 13        | 103 = 23        | 148 = 33        |
| 14 = 3        | 59 = 13        | 104 = 23        | 149 = 33        |
| 15 = 3        | <b>60 = 13</b> | 105 = 23        | <b>150 = 33</b> |
| 16 = 4        | 61 = 14        | 106 = 24        | 151 = 34        |
| 17 = 4        | 62 = 14        | 107 = 24        | 152 = 34        |
| 18 = 4        | 63 = 14        | 108 = 24        | 153 = 34        |
| 19 = 4        | 64 = 14        | 109 = 24        | 154 = 34        |
| <b>20 = 4</b> | 65 = 14        | <b>110 = 24</b> | 155 = 34        |
| 21 = 5        | 66 = 15        | 111 = 25        | 156 = 35        |
| 22 = 5        | 67 = 15        | 112 = 25        | 157 = 35        |
| 23 = 5        | 68 = 15        | 113 = 25        | 158 = 35        |
| 24 = 5        | 69 = 15        | 114 = 25        | 159 = 35        |
| 25 = 6        | <b>70 = 16</b> | 115 = 26        | <b>160 = 36</b> |
| 26 = 6        | 71 = 16        | 116 = 26        | 161 = 36        |
| 27 = 6        | 72 = 16        | 117 = 26        | 162 = 36        |
| 28 = 6        | 73 = 16        | 118 = 26        | 163 = 36        |
| 29 = 7        | 74 = 16        | 119 = 26        | 164 = 36        |
| <b>30 = 7</b> | 75 = 17        | <b>120 = 27</b> | 165 = 37        |
| 31 = 7        | 76 = 17        | 121 = 27        | 166 = 37        |
| 32 = 7        | 77 = 17        | 122 = 27        | 167 = 37        |
| 33 = 7        | 78 = 17        | 123 = 27        | 168 = 37        |
| 34 = 8        | 79 = 18        | 124 = 28        | 169 = 38        |
| 35 = 8        | <b>80 = 18</b> | 125 = 28        | <b>170 = 38</b> |
| 36 = 8        | 81 = 18        | 126 = 28        | 171 = 38        |
| 37 = 8        | 82 = 18        | 127 = 28        | 172 = 38        |
| 38 = 8        | 83 = 18        | 128 = 29        | 173 = 38        |
| 39 = 9        | 84 = 19        | 129 = 29        | 174 = 39        |
| <b>40 = 9</b> | 85 = 19        | <b>130 = 29</b> | 175 = 39        |
| 41 = 9        | 86 = 19        | 131 = 29        | 176 = 39        |
| 42 = 9        | 87 = 19        | 132 = 29        | 177 = 39        |
| 43 = 10       | 88 = 20        | 133 = 30        | 178 = 40        |
| 44 = 10       | 89 = 20        | 134 = 30        | 179 = 40        |
| 45 = 10       | <b>90 = 20</b> | 135 = 30        | <b>180 = 40</b> |



# 1942/14 Paper 4 – Prose Literature (Foundation)

## 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) war (1) tribute (1) [2]
- (b) *militiae* (1) *vacationem* (1) [2]
- (c) they were attracted by the rewards (1)  
they entered of their own accord/because they wanted to (1)  
they were sent by their parents (1) / relations (1) Any three [3]
- (d) (i) a large number/amount (1) of verses/poetry (1) [2]
- (ii) 20 years [1]
- (e) (i) the verses/ poetry [1]
- (ii) Greek (letters) [1]
- (iii) they didn't want the training/knowledge (1) to reach the public (1)  
people who rely on writing (1) do not pay attention to memory (1)
- Accept answers which are phrased differently provided that they contain the same information. [4]
- (f) that their souls (1) did not perish (1)  
but crossed from one (body) (1) to another (1)  
or reincarnation (2) [4]

**Total: 20 marks**

- 2 (a) (i) king (1) of the Iceni (1) [2]  
(ii) his wealth [1]
- (b) he made the emperor/ his daughters (1) heir (1) [2]
- (c) (i) his kingdom/it was plundered (1) by centurions/the army/soldiers (1) [2]  
(ii) it was plundered/ captured (1) by slaves (1) [2]  
(iii) *contra* (1) *vertit* (1) *domus* (1) *vastarentur* (1) Any two [2]
- (d) (i) she was flogged [1]  
(ii) they were raped [1]
- (e) they were robbed (1) of their (ancestral) property (1) [2]
- (f) humiliation (1) they feared (1) worse (1)  
reduced to (1) to the state of a province (1) [3]
- (g) they lost their independence  
some became slaves  
they had to pay taxes  
they had to obey Roman laws  
they were occupied by a military force  
they were subject to violence  
their land was confiscated  
Accept any two valid points including those listed above [2]

**Total: 20 marks**

**Total for Section A: 40 marks**

**Section B: Selections from Pliny's Letters**

- 3 (a) (his) slaves (1) surrounded/ attacked him (1) [2]
- (b) throat, face, chest, stomach, private parts  
Accept any two [2]
- (c) (i) *exanimem* [1]
- (ii) to see (1) whether he was alive (1) [2]
- (d) he was unconscious/could not feel anything (1)  
he was pretending (1) to be unconscious/not to feel anything (1) [3]
- (e) (i) the (more) loyal slaves [1]
- (ii) they ran up (1) shrieking/ howling (1) and shouting (1)  
Accept any two [2]
- (f) (i) voices (1) the cool place (1) [2]
- (ii) he opened his eyes (1)  
he moved (his body) (1) [2]
- (g) many were arrested (1) the rest were being sought (1) they ran off (1) [3]

**Total: 20 marks**

- 4 (a) the emperor/Trajan [1]
- (b) well built/elegant (1) beautiful/ ornate (1) Any two [2]
- (c) temple, lawcourts/*basilica*, theatre, amphitheatre, baths, circus, aqueduct.  
Accept any two valid answers [2]
- (d) very beautiful (1) very long (1) [2]
- (e) down the side (1) the whole length of the street (1) [2]
- (f) *cloaca* (1) *foedissima* (1) [2]
- (g) it is foul (1) its appearance (1) is disgusting (1) it is unwholesome (1)  
its smell (1) is terrible (1)  
Accept any four details [4]
- (h) public health (1) appearance (1) [2]
- (i) he himself will organise it  
there is money available  
it is important  
it is necessary/urgent  
he speaks respectfully to Trajan  
Accept any three valid answers [3]

**Total: 20 marks**

**Total for Section B: 40 marks**

# 1942/15 Paper 5 – Roman Life Topics (Foundation)

## 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<br><b>2 marks</b>   | High performance.<br>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<br><b>1-2 marks</b> | Intermediate performance.<br>Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.  |
| Band 3<br><b>1 mark</b>    | Threshold performance.<br>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.  |
| Band 4<br><b>0 marks</b>   | Performance lower than threshold performance.<br>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.

The following table should be used when marking Section B.

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

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

- |   |  |       |
|---|--|-------|
| 1 | colonnade, tiled/sloping roof, wall paintings (behind colonnade), plants in centre. Any <b>two</b> .   | [2]   |
| 2 | fish pond, fountains, statues, trellis, water cistern, bench/seat, table, path, sundial. Any <b>three</b> .  | [3]   |
| 3 | dining room, summer dining room, study, kitchen, slaves' rooms, lavatory, bedrooms (Latin names acceptable.) Any <b>three</b> .  | [3]   |
| 4 | retiarius/ net fighter   | [1]   |
| 5 | net, trident, neck/shoulder guard.   | [2]   |
| 6 | Samnite (oblong shield and short sword), Thracian (round shield and curved sword/dagger), murmillo (sword/ shield and helmet with a fish on it), beastfighter. Give 1 mark for a type of gladiator correctly named and a further 2 marks for equipment correctly matched. If no type, allow 2 for equipment. | [1+2] |
| 7 | slaves, condemned criminals, prisoners of war, (free) volunteers. Any <b>two</b> .   | [2]   |
| 8 | festivals/holidays, to celebrate emperor's birthday, for a victory, to gain votes for sponsor in elections, at funerals. Accept any <b>two</b> valid answers.  | [2]   |
| 9 | no newspapers/television, offered excitement in lives of ordinary citizens/(kept people happy), gambling, meeting friends/social occasion/ meet women, spectacle. Accept any <b>two</b> valid answers.   | [2]   |

**Total for Section A: 20 marks**



**Section B****10 (a) shops and businesses**

shopkeepers selling food such as fish, meat or vegetables  
working as bakers  
businesses such as cobblers and barbers  
there were bankers in the forum  
there were snackbars for hot and cold food and drink  
factories (pottery, glass etc.)  
secretaries  
lawyers

**manual work**

fulling  
construction work  
craftsmen  
work done by slaves e.g. in the house/ baths

**entertainment**

men could work as actors and musicians in the theatre  
and as gladiators

Accept any valid points.

[9]

**(b) the design of the theatre**

semicircular – everyone could see the stage  
the stage was long and raised up – everyone could see the action  
there was plenty of space for the actors  
the scenery showed a building which was a house/ temple  
size of the theatre and the tiered seats which gave a wonderful view from all parts of the theatre.

**the comfort of the audience**

no roof so not stuffy but open to sun and rain  
awnings in hot weather, unfurled by sailors – audience brought hats or sunshades  
seats of stone but many brought cushions  
officials had reserved seats.

**the performance**

a series of plays which lasted all day  
scenery and costumes provided by a wealthy individual  
masks worn  
famous actors had following of fans, skill, stamina  
pantomime – Greek myth, one actor, mime, chorus sang lyrics, orchestra  
comedy – popular actors, complicated plots, witty dialogue,  
vulgar farces – about Italian country life, stock characters, slapstick, rude jokes  
tragedy – details of any play, costumes etc.

Accept any valid points but must refer to being impressed for high marks.

[9]

**Quality of Written Communication: 2 marks**

**Total for Section B: 18 + 2 = 20 Marks**

- 11 (a) **the kitchen and stove**  
the kitchen at the back of the house/ garden – in case of fire  
table, shelves, hooks  
portable (bronze) ovens, stone cookers – like a modern barbecue  
fuel/charcoal/wood on top.
- utensils and tools**  
metal grills  
pots and pans of metal and clay  
knives for cutting  
spoons.
- the meals**  
breakfast – bread and water – a snack  
lunch – meat, bread and fruit  
dinner – a much more elaborate affair – 3 courses  
(i) starter – eggs, fish, vegetables (raw and cooked)  
(ii) main course – fish, meat (rabbit, chicken, pork, beef, mutton)  
sauces and herbs  
cook shows off his skills and imagination  
(iii) dessert – fruit, nuts, sweet cooked dishes (with milk and eggs).

Accept any valid answers.

[9]

- (b) **family background and post sought**  
family in politics – the Holconii/Flacci – or not  
seeking post of aedile/ duovir  
chosen as member of town council.
- campaign**  
appeal to supporters/ clients  
public meetings  
references to your agent (he makes promises  
and offers money bribes)  
graffiti on the walls.
- what you will do if elected**  
to put on games/ entertainment  
build/repair public buildings  
all at own expense  
free distribution of corn.

Accept any valid answers but must be a **speech** for high marks.

[9]

**Quality of Written Communication: 2 marks**

**Total for Section B: 18 + 2 = 20 marks**

**[Total: 40 marks]**

## Topic 7: Roman Religion

## Section A

- 1 (a) a sacrifice / festival [1]
- (b) A = pipe player (1) musician (1)  
B = slaves (1) priests (1) [2]
- (c) to drown any noise (1) everything had to be perfect/or the sacrifice had to be started again (1) noise thought to be unlucky (1) Any 2. [2]
- 2 (colleges of) priests/senators/Arval brothers [1]
- 3 chief priest/*pontifex maximus* [1]
- 4 to reduce the chance of rebellion, to encourage the acceptance of Roman rule, to unite the peoples of the empire, to help the process of romanisation. Accept any 3 valid reasons. [3]
- 5 traders (1) soldiers (1) travellers (1) [2]
- 6 Egypt [1]
- 7 she was the goddess of new life (1) goddess of fertility/spring (1) she gave hope of life after death (1). Any 2. [2]
- 8 prayers, a sacred book, baptism, belief in life after death, repentance for sins, festivals, brotherhoods, church/temple, resurrection.  
Accept any 2 valid answers. [2]
- 9 they refused to worship Roman gods  
they believed in only one God  
they were blamed for the great fire of Rome  
they broke the rules on *collegia*  
they were thought to practise cannibalism  
Accept any 2 valid answers. [2]
- 10 it taught that everyone was equal  
it held out hope of life after death  
it put value on goodness rather than material possessions  
no sacrifices necessary  
Accept any valid answer. [1]

Total for Section A: 20 marks

**Section B****11 (a) tombs and tombstones**

placed beside the roads, close to the living  
size – often like small houses (if wealthy) - homes for the ghosts of the dead  
inside were urns for the ashes  
also personal belongings so that they could continue life as before  
e.g. toys/ tools/ jewellery  
tombstones recorded a person's qualities/career.

**offerings**

food and drink/ wine – they would be hungry  
they sacrificed animals.

**ceremonies and festivals**

tombs decorated with flowers – sometimes they had little gardens  
to cheer them up  
a meal held at the tomb after the funeral/ on the anniversary of death  
dining rooms sometimes attached to tombs  
two festivals each year – to remember parents and relatives who had died –  
and to exorcise ghosts  
funerals.

Credit all valid points.

[9]

**(b) the spring and baths**

the hot springs were very impressive  
clouds of steam arose – giving the spring a mysterious air  
the site was sacred to Sulis goddess of healing  
many people visited the spring and baths in hope of a cure  
a series of baths for visitors – three plunge baths filled with the warm water  
and other small immersion baths for treatment  
one very large bath (with a high roof).

**the temple to Sulis**

pilgrims came from far away to worship Sulis  
the temple was huge and enclosed, with the spring, in a sacred precinct  
inside was a gilt bronze statue of the goddess  
outside was a huge altar on which sacrifices were made  
there were soothsayers who foretold the future for visitors.

**offerings you made**

souvenir stalls sold good luck charms, jewellery and gemstones  
visitors offered these and coins to the goddess as they asked her for help  
there were pewter bowls for pouring out offerings to her some people  
people dedicated curse tablets to the gods and threw them into the water.

Credit any valid answers but must say what they did **and** saw for high marks.

[9]

**Quality of Written Communication: 2 marks**

**Total for Section B: 18 + 2 = 20 Marks**

- 12 (a) when they made sacrifices**  
to have their prayers answered if they were going to war  
or embarking on a business deal  
when hoping for a safe voyage  
at home for prosperity.
- to thank the gods for the birth of a child  
for success in war or business  
for escape from danger.
- to honour the gods – at festivals.
- their relationship with the gods**  
they aimed to keep on good terms with them  
and to please them – with sacrifices of animals –  
and offerings of food and drink such as wine –  
to avert disaster.
- how they foretold the future**  
led them to inspect sacrifices to foretell the future  
this was done by soothsayers  
who inspected the victim's entrails especially the liver  
he looked for unusual signs such as spots  
and reported whether the gods were favourable or not.

Credit any valid answers.

[9]

- (b) what you will write on it and where you will put it**  
on a small sheet of lead or pewter  
fasten it to a tomb  
or place it in a well or spring.
- the information you will include**  
the name of the thief  
the details of the crime  
dedication to one or more gods  
request to the god to punish the offender  
details of the punishment (generally unpleasant)  
all the details must be correct for it to work.
- how you will make it mysterious**  
write it backwards  
add magic words  
draw a picture with symbols of death e.g. an urn, Charon etc.

Credit any valid answers.

[9]

**Quality of Written Communication: 2 marks**

**Total for Section B: 18 + 2 = 20 marks**

**[Total: 40 marks]**

# 1942/21 Paper 1 – Language 1 (Higher)

## 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, if properly applied, 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 additive model:** 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, 1 will be for meaning, and 1 for syntactical relationship. Where 3 marks are allocated (usually verbs or superlatives), 1 will be for meaning, 1 for tense, and 1 for voice or mood; or 1 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 other scheme requires excessive calculation.

**(b) the deductive model:** 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 scheme 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 schemes 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 scheme to use. However, in cases of doubt, when a good script contains a poorly-done clause, reference can be made to the word-based model 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. 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) (a) (very) rich (man) (1) he lived (any tense) (1) in the mountains / on a mountain (1) (hills = 0) near Rome (1) with two sons (1) (and) one daughter (1)  
Any 4 points. [4]
- (b) the city (1) (town = 0) of Rome (1) (Rome = 2; Roman city = 1) surrounding (1) mountains (1) (hills = 1) [4]
- (c) many / lots (1) were dying / were dead / had died / it was killing (1) others (1) (some / the others / the rest = 0) were sick (1) [4]
- (d) the sons (1) and daughter (1) of Valesius / his (1) (were) very (sick) (1) (accept 'Valesius' boys and girl) (accept omission of apostrophe unless clearly not possessive) (accept 'Valesii' here) [4]
- (e) to transfer / carry across/over (1) (accept passive) the(ir) danger / illness / plague / disease (1) (problem = 0) to the head / person (1) (body = 0) of himself (1) (to his own head = 2) (to him = 1) (to take him instead = 3) [4]

**Total for Question 1 = [20]**



## Question 2

**Specimen Translation**

Suddenly a voice was heard. 'Take your children,' said the voice, 'first to the Tiber, then to Tarentum; there give them water which you will find near the altar of Dis. If you do this, the children will be safe.' Although the father did not know where Tarentum was, having carried his children to the river, he embarked onto a ship. After they had sailed for many hours, in the middle of the night they reached the Campus Martius. When the children wanted hot water, because there was no fire on the ship, Valesius ordered the sailors to bring the ship to the bank. When he asked what the name of that place was, the sailors replied, 'Tarentum'. Valesius, now happier, immediately got off the ship, to look for a fire. Soon, after seeing smoke, he came to a place in which the ground itself seemed to be on fire.

1 11 1 1 5  
subito vox audita est.

11 1 1 1 1 1 1 1 1 1 11  
'duc liberos tuos,' inquit vox, 'primum ad *Tiberim*, deinde *Tarentum*;

1 11 1 1 1 1 1 1 1 1 11  
ibi da eis aquam quam prope *aram Dis* invenies.

1 1 1 1 1 1 1 7  
si hoc feceris, *liberi tui* erunt.'

1 11 1 1 1 1 1 8  
quamquam pater nesciebat ubi *Tarentum* esset,

1 1 11 1 1 6  
*liberis* ad *flumen* vectis in *navem* conscendit.

1 1 11 1 1 6  
postquam multas horas navigaverunt,

1 1 11 1 1 1 7  
media nocte ad *Campum Martium* advenerunt.

1 1 1 1 1 5  
cum *liberi aquam calidam* cuperent,

1 11 1 1 1 6  
quod nullus *ignis* in *nave* erat,

1 11 1 1 1 1 1 9  
*Valesius* nautis imperavit ut *navem* ad *ripam* ducerent.

1 1 1 1 1 1 1 11 1 1 13  
ei roganti quid esset nomen illius loci, *nautae* '*Tarentum*' responderunt.

1 1 1 1 1 1 1 1 1 1 12  
*Valesius* iam laetior e *nave* statim egressus est, ut *ignem* quaereret.

1 1 11 1 11 1 11 1 1 1 14  
mox *fumo* viso ad *locum* venit in *quo* terra ipsa *ardere* videbatur.

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

Total for Question 2 = [60]

### Question 3

- (a) made it (1) hot (1) (heated it = 2) [2]
- (b) they were conquered (1) by sleep (1) (they fell asleep = 2) [2]
- (c) the plague / illness (1) left their bodies / disappeared/ or similar (1) [2]
- (d) their bodies (1) being cleansed / purified (1)  
by a (certain) (1) god (1) [4]
- (e) to sacrifice (1) victims (1) at the altar (1) of Dis (1) (accept 'Ditis')  
in / at this (1) (that = 0) place (1) (here = 2; there = 1) [6]
- (f) (i) he saw there (1) no altar (1) (he did not see an altar there = 2) [2]
- (ii) he ordered (1) the slaves (1) to excavate / dig (1)  
the ground (1) to make (1) foundations (1) for a new (1)  
altar (1)  
Any six. [6]
- (g) (i) he rejoiced / was happy / pleased [2]
- (ii) they found / dug up (1) the / an old / ancient (1)  
altar (1) of Dis (1) (allow 'to Dis') [4]
- (iii) (because) three (1) children (1) had been freed (1)  
from danger / plague / death (1) (had been cured / saved = 2)  
'one for each child' = 2 [4]
- (h) many (1) citizens (1) did (1) the same / similar (1)  
fearing (1) that the plague (1) would return (1)  
Any six. [6]

Total for Question 3 = [40]

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

# 1942/22 Paper 2 – Verse Literature (Higher)

## Section A : Virgil

- 1 (a) the river/ marsh/ Styx (also **accept** river Acheron/Cocytus) [1]
- (b) mothers/ husbands : families left without a mother/father (or sim.)  
 great heroes : died fighting/ finished with life  
 unmarried girls : never had the joy of marriage/children  
 young people : died before their parents/ buried by their parents  
 Any **two** of these + explanation of sadness. [4]
- (c) specific point of comparison = the large number of souls/leaves/birds [1]  
 leaves falling from trees [1] → end of human life [1]  
 birds migrating [1] → souls migrating to new life [1]  
 ref. to autumn/ cold [1] → the chill of death [1]  
 fluttering of souls/ leaves/ birds [1]  
 mournful alliteration of M [1]  
 Any **four** of these or other convincing points. [4]
- (d) (i) to cross the river (Styx) [1]
- (iii) sombre spondaic metre in 9  
 quicker/more excited in 10  
 whining assonance of *-an* in 9  
 pathos of rhyming *-or* in 10  
 emphatic position of *primi*  
 elision of *ripae* → the elusive further shore  
 Any **two** of these or other valid observations [1 each]  
 + reasonable interpretations [1] (lit.crit. tech. terms not required) [4]
- (e) dour/ rough/ frightening/ miserable/ sad (or sim.) [1]
- (f) (i) the sibyl/ priestess/ prophetess [1]
- (ii) why are some of the souls allowed to get in the boat/ cross the river  
 ... while others have to go away? (NOT 'stay on the bank') [2]
- (iii) only those who have been buried ... are eligible to cross the river (or sim.) [2]
- (g) Award marks in proportion to the amount of correct sense achieved overall, in accordance with the appendix 'Instructions for marking translations of set texts'.

*olli sic breviter fata est longaeva sacerdos:  
 'Anchisa generate, deum certissima proles,  
 Cocyti stagna alta vides Stygiamque paludem,  
 di cuius iurare timent et fallere numen.'*

[5]

- (h) he is not supposed to transport a living person  
Charon objects to his being armed  
Hercules came to steal Cerberus [1]  
Theseus came to kidnap Persephone [1]  
[OR he got into trouble for transporting Hercules/Theseus = 1 only]  
the sibyl reassures Charon re Aeneas' respectability  
+ **shows him the Golden Bough**

**Last** item essential + any **three** of these or other valid points.

[4]

**TOTAL = 29**

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

- 2 (a) Anchises/ Aeneas' father [1]
- (b) (i) expelling/ taking revenge on King Tarquin/the kings  
becoming the first consul/ setting up the Republic [2]
- (ii) (bundle of) rods [1] + axes [1]  
or explanation of their significance (e.g. 'symbols of authority') [1] [2]
- (c) (i) punished them ... because they started a revolt/ tried to reinstate the kings [2]
- (ii) approval: necessary to protect liberty/ the Republic  
his patriotism  
line 6 → later generations generally admired Brutus
- disapproval: *infelix*  
*immensa* → excessive desire for praise  
natural family feeling stifled by his concern for popularity/patriotism
- Any **three** of these or other convincing points – **either** 1/2 **or** 2/1. [3]
- (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'.
- illae autem paribus quas fulgere cernis in armis,  
concordes animae nunc et dum nocte premuntur,  
heu quantum inter se bellum, si lumina vitae  
attigerint, quantas acies stragemque ciebunt* [5]
- (e) (i) Pompey/ Pompeius [1]
- (ii) they are son-in-law v. father-in-law/ they are related  
[but **not** wrong relationship – e.g. brothers/sons] [1]
- (f) (i) (Julius) Caesar/ Augustus (Octavian) [1]
- (ii) claimed descent from Venus/ a god (or sim. explanation) [1]
- (iii) *ne ... ne ... neu*  
assonance of A in 14 → loathing?  
alliteration of V in 15 → stresses the repulsiveness of the sense  
repetition of *tu* : challenging/ emotional/ insistent  
alliteration of P in 16-17 : links the key words in the instruction  
emphatic position of *prior* or *parce* or *proice*  
incomplete line 17 → overcome with emotion
- Any **two** of these or other valid observations [1 each]  
+ reasonable interpretations [1] (lit.crit. tech. terms not required) [4]
- (g) bronze-casting  
(marble) sculpture  
oratory  
astronomy/ physics
- Any **three** of these. [3]

- (h) yes:           ghosts already armed for war (8)  
                          they will produce civil war once they are born (10-11)  
                          even between members of the same family  
                          Anchises is concerned that this might become a habit (14)  
                          other nations (e.g. Greece?) will do most civilian things better  
                          the Romans will subdue other proud nations in war  
                          and impose peace!
- no:                 Brutus acted to prevent his sons from starting war  
                          Anchises passionately tries to defuse future conflict  
                          his appeal for clemency/ a cease-fire in the civil war  
                          the Romans will bring universal peace  
                          and show mercy to those who submit

Any **five** of these or other convincing points related to the passage.

[5]

**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) (i) Nisus threw spears/a spear/weapon ... and killed some/one of Volcens' men [2]  
 (ii) he can't see who threw the spear(s) ... or in which direction to retaliate [2]
- (b) Euryalus will die/ pay with his blood ... to pay the price for both of them [2]
- (c) out of his mind/ furious/ berserk (or sim.) [1]
- (d) he cannot bear his grief/ pain/ what is happening to Euryalus [1]
- (e) insistent cry *me/ me/ in me*  
 double elisions in line 8 → passionate plea  
 spondaic rhythm of 8 → seriousness/ pathos  
*o Rutuli!* = dramatic first words  
 contrast (by chiasmus) of *mea ... omnis, nihil iste* (line 9)  
 juxtaposition of *omnis/nihil*  
 staccato phrases → panic  
 emphatic triple negative *nihil ... nec ... nec*  
 alliteration of C in line 10  
**Any two** of these or other valid refs. to the Latin [1 each]  
 + convincing comments [1] (N.B. lit.crit. tech. terms not required) [4]
- (f) the sword passes right through the ribs  
 and tears open his chest  
 he rolls around as he dies  
 gore/blood flows all over his limbs  
 his neck collapses onto his shoulders  
 comment on *candida*  
 comment on *pulchros* Any **four** of these (inc. comments on style). [4]
- (g) the flower cut down by the plough [1] ~ Euryalus cut down by Volcens' sword [1]  
 the flower drooping its head [1] ~ E's neck collapsing [1]  
 poppies weighed down by rain [1] ~ E's stamina gradually running out [1]  
 beautiful/delicate flowers → innocence of victim/ tragedy of fallen youth [1]  
 red colour of flowers → blood [1]  
 Any **four** of these or other convincing points (inc. comments on style). [4]
- (h) Award marks in proportion to the amount of correct sense achieved overall, in accordance with the appendix 'Instructions for marking translations of set texts'.  
*quem circum glomerati hostes hinc comminus atque hinc  
 proturbant. instat non setius ac rotat ensem  
 fulmineum, donec Rutuli clamantis in ore  
 condidit adverso et moriens animam abstulit hosti.* [5]
- (i) the expedition was Nisus' idea in the first place  
 N is the elder of the two  
 E comes along because he is in love with N  
 N first started killing Rutulians  
 N risks his own life to rescue E  
**but** it was E who really got side-tracked  
 E gave the game away by putting on a shiny enemy helmet  
 E is unable to avoid getting captured  
 Any **four** of these or other convincing points. [4]

**TOTAL = 29****Ring the total mark obtained and transcribe it on the front of the script.**

- 4 (a) get to sleep [1]
- (b) grabs hold of him  
pulls him up by the hair  
orders him to stay awake [3]
- (c) he has a lot of girls available ... but chooses to sleep on his own (or sim.) [2]
- (d) content : he jumps up hurriedly  
barefoot/ with his tunic loose/ not properly dressed  
first he tries his hardest not to go out, then hurries off  
regrets going, but then ashamed to go back home  
embarrassed to find himself standing in the street
- style : rhythmic balance between two halves of 8  
use of opposites in 8  
elisions in 7-8 → rushing around  
*nunc ... nunc*  
alliteration of P in 9-10  
Any **five** of these or other valid points : max. 3 for content only. [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'.  
*ecce tacent voces hominum strepitusque viarum  
et volucrum cantus turbaque fida canum:  
solus ego ex cunctis paveo somnumque torumque,  
et sequor imperium, magne Cupido, tuum.* [5]
- (f) how many kisses do you want? / how many does it take to satisfy you? (or sim.) [1]
- (g) (i) countless/ an infinite number (but also accept longer versions) [1]
- (ii) to show off to Lesbia/ to add exotic interest (or other convincing comment) [1]
- (iii) another way of saying 'countless'  
they see the secret loves of mankind → Catullus + Lesbia! [2]
- (h) he virtually recaps the words of Lesbia's question  
he calls himself 'crazy' with love/ about her  
alliteration of T or S  
plugging of *basia ... basiare*  
Any **two** of these or other valid points. [2]
- (i) someone who knows the number of anything/ kisses  
... can cast a spell/curse on those concerned  
but C + L will have so many kisses that nobody will be able to keep count! [3]



- (j) Any **five** points: **min.1 ref.** to passages A/B + **1 ref.** to another poem  
**min.1 e.g.** of 'pleasant' + **1 e.g.** of 'unpleasant' love

- e.g. Petronius: Love won't let him sleep  
he makes him wander around the town looking for girls  
but really this is just an excuse for his own sex-drive!
- Catullus: sometimes feels madly in love with Lesbia  
and wants lots of kisses from her  
at other times he feels tortured by his love for her.
- Ovid: likes going to chariot-races  
because they give him a chance to chat up his girl-friend  
he wishes that he could be the charioteer that she supports.
- Euryalus: was in love with Nisus  
he insisted on going on N's expedition  
but this did them no good as they were both killed.

[5]

**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<br>(allow up to 2 of the most minor slips)                            | 5 |
| ESSENTIALLY CORRECT,<br>apart from a few inconsequential slips or a single major error/omission | 4 |
| OVERALL STRUCTURE INTACT,<br>but with several serious errors/omissions                          | 3 |
| PARTS CORRECT,<br>but overall structure shaky <b>or</b> extensive omissions                     | 2 |
| A FEW CORRECT PHRASES<br>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

# 1942/23 Paper 3 – Language 2 (Higher)

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

e.g.           1    1    1       1       2           1       2       3  
*Betis olim Gazam contra exercitum Alexandri fortiter defendebat*

Betis (1) once (1) had defended (2 only – wrong tense) Gaza (1) against (1) the armies (1 only – singular) of brave (0 – adverb, not adjective) Alexander (1)

*olim* = often (0)

*defendebat* = marched (0 – meaning quite wrong)

etc.

## NB

- 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.
- 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.
- 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

See separate sheet for detailed operation of mark scheme. General principles:

3 marks for main and subordinate verbs

2 marks for nouns/adjectives/adverbs

1 mark for most other words

2 2 2 1 3 2 2 2 3 2 2 3 1  
primus rex Romae Romulus fuit, qui aequas leges dedit imperiumque Romanorum auxit (26). tam

2 2 3 1 2 1 3 1 1 3 2 1  
sapienter cives regebat ut omnes ei faverent (15). olim contionem habebat ad exercitum recensendum (8).

1 2 2 2 1 1 1 1 3 1 2 1 3  
subito, tempestate ingenti orta, Romulus nimbo tam denso celatus est ut conspici non posset (21).

1 1 2 1 3 2 3 1 2 1 2 1 3 1  
ubi tandem lux clara rediit, cives animadverterunt sedem regis vacuam esse (19). nemo sciebat quid

3 1 3 1 3 1 3 2 1 2 2 3  
accidisset; alii verebantur ne mortuus esset, alii putabant deos eum vivum in caelum sustulisse (30).

1 1 2 1 1 2 2 1 2 3 1 2 2 1  
postridie autem senator quidam, Proculus nomine, civibus hanc orationem fecit: 'Romulus prima luce hodie

2 2 3 2 3 3 3 2 2 2 1  
ex caelo ad me descendit. (29) "ad forum festina!" inquit. (8) "nuntia Romam auxilio deorum caput

2 2 2 2 2 2 2 3 1 2 1 1  
omnium gentium futuram esse; nulli hostes armis nostris resistere poterunt.'" (29) hoc audito, quod nemo

2 1 3 2 2 3 1 2 3 1 2  
de fide Proculi dubitavit, Romani omnes credebant Romulum in caelum ablatum esse (24) itaque ab illo

2 1 1 2 2  
tempore eum quasi deum colebant (11).

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

**General principles for marking of English into Latin sentences (Paper 23 only)**

General principles:

3 marks for verbs

2 marks for nouns/adjectives/adverbs

2 marks for pronouns

1 mark for most other words

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

e.g.       1       2       1       2       2       1   3       1       1  
After the death of Caesar, the leaders of the Romans often fought among themselves.

*post* (1) *mortum* (1 only – wrong ending) *Caesaris* (1) *ductes* (1 only – wrong stem) *Romanorum* (2)  
*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

See separate sheet for detailed operation of mark scheme. General principles:

3 marks for main and subordinate verbs

2 marks for nouns/adjectives/adverbs

1 mark for most other words

1           2     2     2     1     3           1     1     2  
eo/illo tempore rex Cretae credebat Daedalum perfidum esse. [14]

2           1   2     2           3     1   1   2     1   2   1     2     3  
itaque eum diligenter custodiebat ne ex insula cum filio Icaro (ef)fugere posset [21]

3           1   1     1   2     3   1   1     3  
sed Daedalus tam audax erat/fuit ut pennas fecerit/faceret [13]

4           1   2           3   2   2     1   1     1   1  
tum filium (suum) monuit his verbis: 'noli prope solem volare!' [14]

5           1   1     2   2           1     3     2   2     3  
Icarus tamen, qui periculum numquam timebat, patri parere nolebat/noluit [17]

6           1   1   1     1           2     1   1   1   2   1   2     3  
simulac sol ceram pennarum dissolvit, subito Icarus ex caelo in mare cecidit [17]

7           1   1     3   2     1           2           1     3  
ubi Daedalus vidit filium sic/hoc modo periisse/mortuum esse, diu lacrimavit/lacrimabat [14]

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

## Section B: scaling grid to round down from 110 to 40

|           |   |           |           |   |           |            |   |           |
|-----------|---|-----------|-----------|---|-----------|------------|---|-----------|
| 1         | = | 0         | 37        | = | 13        | 73         | = | 27        |
| 2         | = | 1         | 38        | = | 14        | 74         | = | 27        |
| 3         | = | 1         | 39        | = | 14        | 75         | = | 27        |
| 4         | = | 1         | 40        | = | 15        | 76         | = | 28        |
| 5         | = | 2         | 41        | = | 15        | 77         | = | 28        |
| 6         | = | 2         | 42        | = | 15        | 78         | = | 28        |
| 7         | = | 3         | 43        | = | 16        | 79         | = | 29        |
| 8         | = | 3         | 44        | = | 16        | <b>80</b>  | = | <b>29</b> |
| 9         | = | 3         | 45        | = | 16        | 81         | = | 29        |
| <b>10</b> | = | <b>4</b>  | 46        | = | 17        | 82         | = | 30        |
| 11        | = | 4         | 47        | = | 17        | 83         | = | 30        |
| 12        | = | 4         | 48        | = | 17        | 84         | = | 31        |
| 13        | = | 5         | 49        | = | 18        | 85         | = | 31        |
| 14        | = | 5         | <b>50</b> | = | <b>18</b> | 86         | = | 31        |
| 15        | = | 5         | 51        | = | 19        | 87         | = | 32        |
| 16        | = | 6         | 52        | = | 19        | 88         | = | 32        |
| 17        | = | 6         | 53        | = | 19        | 89         | = | 32        |
| 18        | = | 7         | 54        | = | 20        | <b>90</b>  | = | <b>33</b> |
| 19        | = | 7         | 55        | = | 20        | 91         | = | 33        |
| 20        | = | <b>7</b>  | 56        | = | 20        | 92         | = | 33        |
| 21        | = | 8         | 57        | = | 21        | 93         | = | 34        |
| 22        | = | 8         | 58        | = | 21        | 94         | = | 34        |
| 23        | = | 8         | 59        | = | 21        | 95         | = | 35        |
| 24        | = | 9         | <b>60</b> | = | <b>22</b> | 96         | = | 35        |
| 25        | = | 9         | 61        | = | 22        | 97         | = | 35        |
| 26        | = | 9         | 62        | = | 23        | 98         | = | 36        |
| 27        | = | 10        | 63        | = | 23        | 99         | = | 36        |
| 28        | = | 10        | 64        | = | 23        | <b>100</b> | = | <b>36</b> |
| 29        | = | 11        | 65        | = | 24        | 101        | = | 37        |
| <b>30</b> | = | <b>11</b> | 66        | = | 24        | 102        | = | 37        |
| 31        | = | 11        | 67        | = | 24        | 103        | = | 37        |
| 32        | = | 12        | 68        | = | 25        | 104        | = | 38        |
| 33        | = | 12        | 69        | = | 25        | 105        | = | 38        |
| 34        | = | 12        | <b>70</b> | = | <b>25</b> | 106        | = | 38        |
| 35        | = | 13        | 71        | = | 26        | 107        | = | 39        |
| 36        | = | 13        | 72        | = | 26        | 108        | = | 39        |
|           |   |           |           |   |           | 109        | = | 40        |
|           |   |           |           |   |           | <b>110</b> | = | <b>40</b> |



# 1942/24 Paper 4 – Prose Literature (Higher)

## 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) (very) devoted [1]
- (b) (i) those (seriously) ill (1)  
those engaged in war/danger (1) [2]
- (ii) they sacrificed people (not animals) [1]
- (c) (i) they were assistants [1]
- (ii) if they did not give a life (1) in return for a life (1)  
the will/power of the gods (1) could not be appeased (1) [4]
- (d) they were huge (1)  
(the limbs/ bodies) were woven out of branches (1)  
they held men inside (1) [3]
- (e) *vivis* – the men were alive when sacrificed (1)  
*flamma circumventi ... (pereunt)* – they were burnt alive (/perished)  
surrounded by flames (1)  
*innocentium* – some of them were innocent of any crime (1)  
*etiam* – they **even** sacrificed innocents (1)  
*descendunt* – suggests the degradation  
*copia* – a supply/commodity dehumanises them  
Accept any four valid answers [4]
- (f) elsewhere in contrast they were shown as a civilising influence  
they acted as priests  
they explained religious beliefs  
they were exempt from warfare  
they undertook training/were teachers  
acted as judges/make decisions  
Accept any three valid points [3]

Total: 19 marks

- 2 (a) (i) 14<sup>th</sup> legion (1) (detachment of) 20<sup>th</sup> legion (1)  
auxiliaries (1)  
Accept any two [2]
- (ii) (almost) 10,000 [1]
- (iii) they came from close by/they had local knowledge (1)  
they could be easily recruited (1)  
they would boost his numbers (1)  
they were cannon fodder (1)  
Accept any two valid answers [2]
- (b) a place enclosed by a narrow defile (1)  
and by woods (at the rear) (1) [2]
- (c) (i) the enemy would only be in front (1)  
there was no fear of an ambush (1)  
because the plain in front was open (1) [3]
- (ii) the Britons could not attack from the rear (because of the woods) (1)  
large numbers no use to the Britons when forced into a defile (1)  
Accept any two valid answers [2]
- (d) they were in close formation (1)  
surrounded by the light armed troops (1)  
the cavalry was on the wings (1) [3]
- (e) **choice of words**  
they were in no sort of order/ everywhere – *passim*  
they were rushing about (wildly) – *exultabant*  
they were in groups/ not lines – *per catervas* / *turmas*  
*multitudo* suggests a mass of men  
*animo adeo feroci* – they were (extremely) fierce/ferocious
- style of writing**  
*at* introduces a contrast  
the position of *Britannorum* introduces a contrast (with the legionaries)  
alliteration of p/harsh sound of t (*copiae ... exultabant*) emphasises the wildness of the British forces  
*tanta ... quanta* emphasises the vast hordes of Britons
- Accept any four valid answers but must have at least one from each for full marks. To credit a mark the Latin must be given. [4]
- (f) escape was difficult (1) the carts were all round/ blocking the way out (1)  
there were women on the carts (1) the bodies of the women/animals  
which had been pulling the carts added to the obstruction (1)  
Accept any two valid answers [2]

Total: 21 marks

Total for Section A: 40 marks

**Section B: Selections from Pliny's Letters**

3 (a) his slaves (1) surrounded him (1) [2]

(b) **choice of vocabulary**

*invadit* – go for attack (1)

*verberat* – beat (1)

*contundit* – beat (1)

*foedum* – shocking (1)

**style of writing**

the repetition of *alius* suggests repeated blows (1) historic present + eg (1)

short phrases/the tricolon building up to a climax (1) *etiam foedum dictu* –

parenthesis (1) alliteration of v (1)

different verbs for hitting – *verberat*, *contundit*

Accept any three valid answers but must have at least one from each for full marks. To credit a mark the Latin must be given. [3]

(c) to find out (1) whether he was alive/dead (1) [2]

(d) either he did not feel anything (1) or he was pretending (1) [2]

(e) (i) voices (1) the cool place (1) [2]

(ii) he opened his eyes (1) he moved his body (1) [2]

(f) the slaves were caught/put to death [1]

(g) Macedo was avenged in his lifetime (1) this usually happened after death (1) [2]

(h) **Macedo**

Pliny calls the incident a shocking affair/ *rem atrocem*

a senator/ex praetor/man of high rank attacked by his own slaves

he says that masters were exposed to dangers/insults

no master can feel safe even if he is kind

slaves act from brutality not reason

this leads them to murder their masters

Macedo was insulted in the baths previously.

**the slaves**

Macedo was a cruel/overbearing master

Pliny thought that this was because he was conscious his father had been a slave

but said he should therefore have been more sensitive in his treatment of them.

Accept any four valid points in support of either/both sides. [4]

**Total: 20 marks**

- 4 (a) he says it is well built/elegant (1) and beautiful (1)  
it has outstanding buildings/features (1) it has a very beautiful (1)  
and very long boulevard (1) Accept any three [3]
- (b) temple, lawcourts/*basilica*, theatre, amphitheatre, baths, circus aqueduct  
Accept any two valid answers [2]
- (c) **choice of vocabulary**  
the river is in reality a sewer – *cloaca*  
he calls it very filthy/revolting – *foedissima*  
it is foul – *turpis*  
its appearance is most disgusting – *immundissimo*  
it is noxious – *pestilens*  
its smell is very loathsome – *taeterrimo*  
**style of writing**  
he uses superlatives to emphasise the unpleasantness + an example from above  
use of antithesis – *nomine (flumen) ... re vera (cloaca)*  
balancing clauses – *sicut ... ita*  
Accept any four valid answers but must have at least one from each for full marks. To credit a mark the Latin must be given. [4]
- (d) (i) to cover it [1]  
(ii) public health (1) appearance (1) [2]
- (e) he says he will look after/organise it  
money will not be lacking/Trajan will not have to find the money  
it is an important work  
it is necessary/pressing/urgent  
Accept any three valid answers [3]
- (f) public health (1) the river is a danger if it remains uncovered (1) **or** financial  
(1) Trajan trusts Pliny to find the necessary money for the work (1) [1+1]
- (g) **Pliny:** feels he needs to ask Trajan's permission before he can proceed  
he calls the emperor *domine*  
Pliny is very respectful to Trajan + e.g.  
**Trajan:** has confidence in Pliny – I am sure you will look after the work  
he refers to Pliny's conscientiousness/*disciplinam*  
he says Pliny's suggestion is sensible/*rationis*  
he calls Pliny *secunde carissime*  
Accept any three valid answers [3]

Total: 20 marks

Total for Section B: 40 marks

# 1942/25 Paper 5 – Roman Life Topics (Higher)

## 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 the 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<br><b>2 marks</b>   | High performance.<br>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<br><b>1-2 marks</b> | Intermediate performance.<br>Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.  |
| Band 3<br><b>1 mark</b>    | Threshold performance.<br>Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.  |
| Band 4<br><b>0 marks</b>   | Performance lower than threshold performance.<br>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.

The following table should be used when marking Section B.

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

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

- |   |   |       |
|---|---|-------|
| 1 | colonnade, tiled/sloping roof, wall paintings (behind colonnade), plants in centre.<br>Any <b>two</b> .   | [2]   |
| 2 | fish pond, fountains, statues, trellis, water cistern, bench/seat, table, path, sundial.<br>Any <b>three</b> .  | [3]   |
| 3 | dining room, summer dining room, study, kitchen, slaves' rooms, lavatory, bedrooms<br>(Latin names acceptable.) Any <b>three</b> .  | [3]   |
| 4 | retiarius/ net fighter  | [1]   |
| 5 | net, trident, neck/shoulder guard.  | [2]   |
| 6 | Samnite (oblong shield and short sword), Thracian (round shield and curved sword/dagger), murmillo (sword/ shield and helmet with a fish on it), beastfighter.<br>Give 1 mark for a type of gladiator correctly named and a further 2 marks for equipment correctly matched. If no type, allow 2 for equipment. | [1+2] |
| 7 | slaves, condemned criminals, prisoners of war, (free) volunteers. Any <b>two</b> .  | [2]   |
| 8 | festivals/holidays, to celebrate emperor's birthday, for a victory, to gain votes for sponsor in elections, at funerals. Accept any <b>two</b> valid answers.   | [2]   |
| 9 | no newspapers/television, offered excitement in lives of ordinary citizens/(kept people happy), gambling, meeting friends/social occasion/ meet women, spectacle.<br>Accept any <b>two</b> valid answers.   | [2]   |

**Total for Section A: 20 marks**



**Section B**

**See general marking instructions for procedures.**

**Use the following table for the bands of marks to be awarded:**

**Marking Grid** (max. 9 marks)

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

**The following represent likely answers, but credit will be given for all valid points.**

## Section B

10 (a) **sculptured reliefs**

bankers, cobblers, vegetable stalls, dairy

**statues**

actors

**wall paintings/ mosaics**

musicians, actors, unloading ships.

**artefacts**

barber's scissors, Caecilius' banking tablets, amphorae for wine/fish sauce (bars/ merchants) loaves of bread preserved at Pompeii, corn mill, mill stones, bread ovens (bakers), clay models for masks (actors).

**buildings**

snack bar/*thermopolium*, brothel, lawcourts/*basilica*, covered market/shops for meat/fish etc. (Pompeii), guildhall of cloth trade (Pompeii), theatre, baths, amphitheatre.

Credit all valid answers, but evidence must be linked to jobs for high marks.

[9]

(b) **features**

oval shape

tiered seating

entrances for gladiators/animals

(external) entrances for spectators

wall to separate spectators from the action

wall also used to allow arena to be filled with water

boxes for show sponsors/emperor

sandy floor

canvas awnings

cages below ground for animals with access to arena.

**suitability**

shape and seating meant everyone had a good view

large size – could stage impressive fights

internal wall and entrances – kept animals/gladiators and spectators apart

boxes for sponsors

sandy floor to soak up blood

awnings to keep spectators cool

cages/cells for animals/gladiators kept them secure

plumbing/ drainage for mock naval battles.

Credit all valid answers but must include spectators' needs for high marks.

[9]

**Quality of Written Communication: 2 marks**

**Total for Section B: 18 + 2 = 20 Marks**

- 11 (a) **ovens/stoves**  
portable (bronze) ovens, stone cookers – like barbecues, with charcoal/wood on top
- utensils**  
metal grills, pots and pans of metal and clay, knives for cutting, spoons (for cooking and eating)
- food**  
eggs and loaves of bread preserved in ash at Pompeii  
paintings of bowls of fruit e.g. figs/pomegranates  
mosaics of fish  
shop signs, snack bars
- books/** recipes (by Apicius) are a main source of info. especially fish and meat dishes in sauces, as well as vegetables and fruit. Herbs, vinegar and fish sauce were used for flavouring and to disguise food that was going off.
- wine**  
evidence from writers, amphorae and vineyards tells us that they drank wine with dinner.
- Credit all valid answers but must include evidence for high marks. [9]
- (b) **morning greeting/salutatio**  
received clients and poorer people in atrium. Distributed small sums of money/dinner invitations
- visit to the forum**  
supported by clients  
for electioneering/lawcourts/official duties as councillor etc./business/banking/trading
- afternoon and evening**  
barber/visit to baths to relax but also to talk with business colleagues  
dinner with business acquaintances
- Accept any valid points but must comment on likes/dislikes for high marks. [9]

**Quality of Written Communication: 2 marks**

**Total for Section B: 18 + 2 = 20 Marks**

**Total: 40 marks**

## Topic 7: Roman Religion

## Section A

- 1 (a) a sacrifice/festival [1]
- (b) A = pipe player (1) musician (1)  
B = slaves (1) priests (1) [2]
- (c) to drown any noise (1) everything had to be perfect/or the sacrifice had to be started again (1) noise thought to be unlucky (1) Any 2. [2]
- 2 (colleges of) priests/senators/Arval brothers [1]
- 3 chief priest/*pontifex maximus* [1]
- 4 to reduce the chance of rebellion, to encourage the acceptance of Roman rule, to unite the peoples of the empire, to help the process of romanisation. Accept any 3 valid reasons. [3]
- 5 traders (1) soldiers (1) travellers (1) [2]
- 6 Egypt [1]
- 7 she was the goddess of new life (1) goddess of fertility/spring (1) she gave hope of life after death (1). Any 2. [2]
- 8 prayers, a sacred book, baptism, belief in life after death, repentance for sins, festivals, brotherhoods, church/temple, resurrection. Accept any 2 valid answers. [2]
- 9 they refused to worship Roman gods  
they believed in only one God  
they were blamed for the great fire of Rome  
they broke the rules on *collegia*  
they were thought to practise cannibalism  
Accept any 2 valid answers. [2]
- 10 it taught that everyone was equal  
it held out hope of life after death  
it put value on goodness rather than material possessions  
no sacrifices necessary  
Accept any valid answer. [1]

Total for Section A: 20 marks

**Section B**

See general marking instructions for Topic 1 for the bands of marks to be awarded. The following represent likely answers but credit will be given for all valid points.

**11 (a) tombs**

placed beside the roads, close to the living  
size – often like small houses (if wealthy)  
homes for the ghosts of the dead  
inside urns with ashes  
also personal belongings so that they could continue life as before  
e.g. toys/tools/jewellery  
Romans aimed to keep spirits happy and at peace.

**offerings**

food and drink/wine – they would be hungry  
sacrificed animals

**ceremonies**

tombs decorated with flowers/little gardens – to cheer them up  
a meal at the tomb after the funeral/on the anniversary of the death  
dining rooms sometimes attached to tombs

**festivals**

two each year – one to remember parents and relatives who had died – one to exorcise ghosts. People enjoyed themselves. They honoured the gods.

Credit all valid points but must say why honouring the dead was important for high marks.

[9]

**(b) the spring**

Bath a sacred place where people went to worship Sulis, a goddess of healing. It was a place of pilgrimage because of this.  
people came from other countries and bathed in the hot springs to cure illnesses.  
people threw good luck charms and jewellery into the spring for the goddess.  
people came to curse their enemies.  
soldiers came to recover.

**the baths**

people came to bathe in a series of warm baths filled from the spring – three plunge baths – the largest was very impressive – also other small immersion baths for treatment.

**the temple**

they visited the huge temple to Sulis Minerva  
inside was a gilt bronze statue of the goddess  
in front of the temple was a huge altar where sacrifices were made to the goddess  
pewter bowls were used for pouring offerings  
soothsayers interpreted the sacrificial victims  
tourism/to see the place.

Accept any valid answers, based on reasons for visiting Bath.

[9]

**Quality of Written Communication: 2 marks**

**Total for Section B: 18 + 2 = 20 Marks**

- 12 (a) **to please the gods**  
to keep on good terms with them
- to have their prayers answered**  
if they were going to war  
or embarking on a business deal  
for the birth of a child  
for a safe journey/voyage  
they offered prayers at home to the household gods for prosperity
- to foretell the future**  
they interpreted the signs from the gods in the victim
- to honour the gods**  
at festivals
- to thank the gods**  
for success/victory  
escape from danger  
the birth of a child

Accept any valid answers but must have 3 of these for high marks

[9]

- (b) **what the worship of Mithras involved**  
worshippers visited his temples  
these had couches down two sides  
for banqueting  
they took part in initiation ceremonies  
such as branding  
or lying in a pit
- why the worship of Mithras was popular with the Roman army**  
Mithras was god of light and truth  
who overcame darkness and evil  
he promised life after death  
the blood of the bull gave new life  
he demanded high standards of conduct  
he stressed courage and loyalty  
he taught bravery/endurance  
his teachings would have appealed to soldiers who were engaged in war and danger  
exclusive religion, mysterious/secret.

Accept any valid answers but must give reasons for popularity for high marks.

[9]

**Quality of Written Communication: 2 marks**

**Total for Section B: 18 + 2 = 20 Marks**

**Total: 40 marks**

# Grade Thresholds

**General Certificate of Secondary Education  
Latin (1942)  
June 2009 Examination 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 (Foundation)  | 60       | n/a | n/a | 38 | 32 | 26  | 21  | 16  |
| 12 (Foundation)  | 60       | n/a | n/a | 32 | 27 | 22  | 17  | 12  |
| 13 (Foundation)  | 40       | n/a | n/a | 26 | 21 | 16  | 11  | 6   |
| 14 (Foundation)  | 40       | n/a | n/a | 29 | 25 | 21  | 17  | 13  |
| 15 (Foundation)  | 40       | n/a | n/a | 25 | 20 | 16  | 12  | 8   |
| 21 (Higher)      | 60       | 49  | 42  | 36 | 27 | n/a | n/a | n/a |
| 22 (Higher)      | 60       | 41  | 34  | 28 | 21 | n/a | n/a | n/a |
| 23 (Higher)      | 40       | 31  | 27  | 24 | 20 | n/a | n/a | n/a |
| 24 (Higher)      | 40       | 31  | 26  | 22 | 18 | n/a | n/a | n/a |
| 25 (Higher)      | 40       | 32  | 27  | 23 | 19 | n/a | n/a | n/a |

## Specification Options

### Foundation Tier

| Option FA<br>(11, 12, 13, 14)  | Max Mark | A*  | A   | B   | C    | D    | E    | F    | G     |
|--------------------------------|----------|-----|-----|-----|------|------|------|------|-------|
| Overall Threshold Marks        | 200      | n/a | n/a | n/a | 123  | 104  | 85   | 66   | 47    |
| Percentage in Grade            |          | n/a | n/a | n/a | 60.0 | 21.7 | 6.7  | 8.3  | 3.3   |
| Cumulative Percentage in Grade |          | n/a | n/a | n/a | 60.0 | 81.7 | 88.3 | 96.7 | 100.0 |

The total entry for the examination was 68

| Option FB<br>(11, 12, 13, 15)  | Max Mark | A*  | A   | B   | C    | D    | E    | F     | G     |
|--------------------------------|----------|-----|-----|-----|------|------|------|-------|-------|
| Overall Threshold Marks        | 200      | n/a | n/a | n/a | 119  | 99   | 80   | 61    | 42    |
| Percentage in Grade            |          | n/a | n/a | n/a | 25.0 | 8.3  | 50.0 | 16.7  | 0.0   |
| Cumulative Percentage in Grade |          | n/a | n/a | n/a | 25.0 | 33.3 | 83.3 | 100.0 | 100.0 |

The total entry for the examination was 16

| Option FC<br>(11, 12, 14, 15)  | Max Mark | A*  | A   | B   | C    | D    | E    | F    | G    |
|--------------------------------|----------|-----|-----|-----|------|------|------|------|------|
| Overall Threshold Marks        | 200      | n/a | n/a | n/a | 122  | 103  | 85   | 67   | 49   |
| Percentage in Grade            |          | n/a | n/a | n/a | 40.7 | 26.0 | 17.2 | 11.3 | 4.4  |
| Cumulative Percentage in Grade |          | n/a | n/a | n/a | 40.7 | 66.7 | 83.8 | 95.1 | 99.5 |

The total entry for the examination was 230

| <b>Option FD<br/>(06, 11, 12, 13)</b> | <b>Max Mark</b> | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|---------------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks               | 200             | n/a       | n/a      | n/a      | 118      | 99       | 80       | 61       | 42       |
| Percentage in Grade                   |                 | n/a       | n/a      | n/a      | 45.8     | 20.8     | 12.5     | 12.5     | 0.0      |
| Cumulative Percentage in Grade        |                 | n/a       | n/a      | n/a      | 45.8     | 66.7     | 79.2     | 91.7     | 91.7     |

The total entry for the examination was 24

| <b>Option FE<br/>(06, 11, 12, 14)</b> | <b>Max Mark</b> | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|---------------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks               | 200             | n/a       | n/a      | n/a      | 121      | 104      | 85       | 67       | 49       |
| Percentage in Grade                   |                 | n/a       | n/a      | n/a      | 55.0     | 22.5     | 5.0      | 7.5      | 7.5      |
| Cumulative Percentage in Grade        |                 | n/a       | n/a      | n/a      | 55.0     | 77.5     | 82.5     | 90.0     | 97.5     |

The total entry for the examination was 50

### Higher Tier

| <b>Option HA<br/>(21, 22, 23, 24)</b> | <b>Max Mark</b> | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|---------------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks               | 200             | 173       | 152      | 131      | 110      | 86       | 74       | n/a      | n/a      |
| Percentage in Grade                   |                 | 51.9      | 27.8     | 12.3     | 5.0      | 2.3      | 0.4      | n/a      | n/a      |
| Cumulative Percentage in Grade        |                 | 51.9      | 79.7     | 92.0     | 97.0     | 99.3     | 99.7     | n/a      | n/a      |

The total entry for the examination was 4468

| <b>Option HB<br/>(21, 22, 23, 25)</b> | <b>Max Mark</b> | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|---------------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks               | 200             | 174       | 153      | 132      | 111      | 87       | 75       | n/a      | n/a      |
| Percentage in Grade                   |                 | 37.9      | 30.0     | 12.6     | 11.5     | 5.2      | 1.4      | n/a      | n/a      |
| Cumulative Percentage in Grade        |                 | 37.9      | 67.9     | 80.5     | 91.9     | 97.1     | 98.5     | n/a      | n/a      |

The total entry for the examination was 624

| <b>Option HC<br/>(21, 22, 24, 25)</b> | <b>Max Mark</b> | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|---------------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks               | 200             | 171       | 150      | 129      | 109      | 85       | 73       | n/a      | n/a      |
| Percentage in Grade                   |                 | 38.1      | 26.1     | 17.7     | 9.4      | 6.2      | 1.3      | n/a      | n/a      |
| Cumulative Percentage in Grade        |                 | 38.1      | 64.2     | 81.9     | 91.3     | 97.4     | 98.7     | n/a      | n/a      |

The total entry for the examination was 3181



| <b>Option HD<br/>(06, 21, 22, 23)</b> | <b>Max Mark</b> | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|---------------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks               | 200             | 172       | 152      | 132      | 112      | 88       | 76       | n/a      | n/a      |
| Percentage in Grade                   |                 | 40.2      | 20.7     | 15.9     | 14.0     | 6.1      | 2.4      | n/a      | n/a      |
| Cumulative Percentage in Grade        |                 | 40.2      | 61.0     | 76.8     | 90.9     | 97.0     | 99.4     | n/a      | n/a      |

The total entry for the examination was 166

| <b>Option HE<br/>(06, 21, 22, 24)</b> | <b>Max Mark</b> | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|---------------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks               | 200             | 170       | 150      | 130      | 110      | 86       | 74       | n/a      | n/a      |
| Percentage in Grade                   |                 | 34.1      | 28.7     | 19.6     | 11.1     | 5.2      | 0.7      | n/a      | n/a      |
| Cumulative Percentage in Grade        |                 | 34.1      | 62.8     | 82.3     | 93.4     | 98.6     | 99.4     | n/a      | n/a      |

The total entry for the examination was 977

### **Overall**

| <b>Option HF<br/>(21, 22, 23, 86)</b> | <b>Max Mark</b> | <b>A*</b> | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> | <b>E</b> | <b>F</b> | <b>G</b> |
|---------------------------------------|-----------------|-----------|----------|----------|----------|----------|----------|----------|----------|
| Overall Threshold Marks               | 200             | 172       | 152      | 132      | 112      | 88       | 76       | n/a      | n/a      |
| Percentage in Grade                   |                 | 0.0       | 0.0      | 0.0      | 0.0      | 100.0    | 0.0      | n/a      | n/a      |
| Cumulative Percentage in Grade        |                 | 0.0       | 0.0      | 0.0      | 0.0      | 100.0    | 100.0    | n/a      | n/a      |

The total entry for the examination was 1

Statistics are correct at the time of publication.

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