

Mark Schemes for the Components

June 2008

1942/MS/R/08

OCR (Oxford, Cambridge and RSA Examinations) is a unitary awarding body, established by the University of Cambridge Local Examinations Syndicate and the RSA Examinations Board in January 1998. OCR provides a full range of GCSE, A level, GNVQ, Key Skills and other qualifications for schools and colleges in the United Kingdom, including those previously provided by MEG and OCEAC. It is also responsible for developing new syllabuses to meet national requirements and the needs of students and teachers.

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

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2008

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

CONTENTS

General Certificate of Secondary Education

Latin (1942)

MARK SCHEMES FOR THE COMPONENTS

Unit/Content	Page
1942/06 Coursework	1
1942/11 Paper 1 – Language 1 (Foundation)	7
1942/12 Paper 2 – Verse Language (Foundation)	11
1942/13 Paper 3 – Language 2 (Foundation)	16
1942/14 Paper 4 – Prose Literature (Foundation)	19
1942/15 Paper 5 – Roman Life Topics (Foundation)	24
1942/21 Paper 1 – Language 1 (Higher)	33
1942/22 Paper 2 – Verse Language (Higher)	37
1942/23 Paper 3 – Language 2 (Higher)	43
1942/24 Paper 4 – Prose Literature (Higher)	49
1942/25 Paper 5 – Roman Life Topics (Higher)	54
Grade Thresholds	63

1942/06 Coursework

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

Mark Scheme & Assessment Criteria (AC) 1-5

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

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

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

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

Type B: Two pieces of maximum 1000 words each.

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

AC 1 Factual Content (Max. 12 marks)

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

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

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

Examples of Primary Source Material

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

AC 3 Organisation of Material (Max. 4 marks)

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

AC 4 Understanding and Evaluation (Max. 14 marks)

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

Examples of Evaluation

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

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

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

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 should yield exactly the same mark for any script, since the totals are the same for each section. The differences are as follows:

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

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

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

Other points:

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

Unprepared Comprehension and Translation**Question 1**

- (a) (i) (in) Greece [2]
- (ii) attacking (1) (fighting = 0) the citizens (1) (civilians = 0)
seizing/grabbing/taking (1) their money (1) [4]
- (b) (i) they resisted (1) +
the robbers (1) bravely (1) (either) [2]
- (ii) *tandem* (1) at last (1) [2]
- (iii) many (1) robbers (1) were (1) killed (1) (died = 1) [4]
- (c) (i) they looked for/searched for (1) other men/others (1)
who would be/who wanted to be/to be (1) robbers (1) [4]
- (ii) they were (1) few (1) [2]
- (d) (he was) very (1) brave (1) (and) very (1) huge/large/big (1) [4]
- (e) (they asked him) whether/if (1) he wanted (1) to be (1) a robber (1)
Accept direct speech ('do you want?' = 2) [4]
- (f) they persuaded him (1) easily (1)
(accept 'these words easily persuaded him') [2]

Total for Question 1 = [30]

Question 2

Specimen Translation

The young man, when he heard the robbers' words, said: 'Hello, men. I am a man of great courage; I despise death, which others fear. For I am Haemus the Thracian; my name used to terrify many cities. But on one day I lost all my comrades and all my wealth.' When they heard the young man's name, they were all happy. They asked him what had happened.

Haemus told the whole story. He had believed that he could attack even Roman citizens. And so he foolishly attacked a Roman commander, who, after he was accused of treason by his enemies, was making a journey through Greece into exile.

1 1 1 11 1 1 1 1 1 1 1 1 13
iuvenis, ubi verba *latronum* audivit, 'salvete, homines,' inquit.

1 1 11 1 1 1 1 1 1 11 1 1 1 15
'ego sum vir magnae *virtutis*; mortem, quam alii timent, *despicio*.

1 1 1 1 1 1 1 1 1 1 1 1 12
sum enim *Haemus ille Thracius*; nomen meum multas urbes terreat.

1 11 11 1 1 1 1 1 1 11 11 11 11
sed uno die omnes *comites omnesque divitias amisi*.'

1 1 1 1 1 1 1 1 1 1 1 1 9
cum *nomen iuvenis* audivissent, *omnes* laeti erant.

1 1 1 1 1 1 1 1 1 1 1 1 13
eum rogaverunt quid accidisset. *Haemus* rem totam narravit.

1 1 1 1 1 1 1 1 1 1 1 1 11
crediderat se etiam cives Romanos oppugnare *posse*.

1 1 1 1 1 1 1 1 1 1 1 1 5
itaque *legatum Romanum* stulte *oppugnavit*,

1 1 1 1 1 1 1 1 1 1 1 1 11
qui, postquam ab *inimicis maiestatis accusatus est*, per *Graeciam* in *exilium* iter faciebat.

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

Total for Question 2 = [50]

Question 3

- (a) (i) making (1) a journey (1) with (1) her husband (1) (went = 2) [4]
 (ii) she was (1) loyal/faithful/true (1) [2]
- (b) (i) (to) guard (1) her husband/the commander (1) [2]
 (ii) she went (1) among/between (1) the swords (1) of the soldiers (1) [4]
- (c) in (1) an inn/tavern (1) near (1) the harbour (1) [4]
- (d) (i) in the middle (1) of the night (1) (at midnight = 2) [2]
 (ii) they were looking for (1) money (1) (and) valuable (1) things (1)
 (valuables = 2) [4]
 (iii) he was (1) the leader (1) [2]
- (e) (because) she heard (2) the robbers' (1) voices (1) [4]
- (f) husband (1) soldiers (1) slaves (1) slave girls/maids (1) [4]
- (g) (i) very (1) frightened (1) [2]
 (ii) the rest (1) of the robbers (1) (the robbers = 1) were killed (1)
 Haemus (1) alone (1) escaped (1) [6]

Total for Question 3 = [40]

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

1942/12 Paper 2 – Verse Language (Foundation)

Section A: Virgil

- 1 (a) (i) early ... morning ['dawn' = 2] [2]
- (ii) the sun spreading across the earth
Aurora = goddess of the dawn
shadows dispelled from the sky Any **two** of these. [2]
- (b) (i) hardly sane/not able to sleep/having nightmares/anxious
Any **two** of these. [2]
- (ii) dearly loved/very close to Dido/her soulmate/sympathetic [1]
- (c) (i) Dido's house/palace/city/Carthage [1]
- (ii) his bearing/manner/expression [accept handsome]
strong chest
shoulders [**or** weapons/arms] Any **two** of these. [2]
- (d) (i) divine parentage [1]
- (ii) he actually is the son of Venus [1]
- (e) buffeted [1] by fate [1] has had a hard time = 2
has been through/is singing about [1] terrible/exhausting [1] wars [1] [4]
- (f) (i) Dido's husband [1]
- (ii) he was murdered
by her brother
the household gods/gods of the family/at home
were spattered/defiled by his blood [4]
- (g) she is committed to not remarrying
she is not interested in any more bridal ceremonial etc
after she was 'robbed' of her first love
scarred by the terrible events of his murder
but she feels tempted by 'just this one sin'
he is the only man who has had this effect on her
her mind is already unsettled/passion reviving inside her
Any **five** of these or other convincing points (including stylistic points) [5]
- (h) *solus / inflexit / labantem / impulit / flammae*
correct Latin, no comment =1
correct comment, wrong Latin =1
Any **one** of these + relevant comment. [2]

TOTAL = 28

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

- 2 (a) (i) Mercury [1]
 (ii) winged feet [1]
 (iii) building fortifications/defences + new houses/roofs
 [just 'building Carthage' = 1] [2]
- (b) (i) studded ... with yellow ... jasper/jewels Any **two** of these. [2]
 (ii) hanging down ... from his shoulders
 gleaming ... with purple
 embroidered/highlighted ... with gold thread
 Any **two** of these strands [x 2 each]. [4]
 (iii) (gifts) from Dido [1]
- (c) building/laying foundations
 ... of Carthage/the wrong city
 neglecting/forgetting
 ... his own kingdom/destiny
 under the thumb of a woman (or similar reference to *uxorius*) [5]
- (d) (i) Olympus [1]
 (ii) Jupiter/Jupiter [1]
 (iii) leave Africa/go to Italy/build his own city/stop wasting time (or similar) [2]
 (iv) *regnator (deum)*: sent by the ruler of the gods
 repeated *ipse* + comment
caelum ... torquet + comment
celeris per auras: implies speed
 rhetorical Q's in 13 + comment
teris otia: A is wasting time in Africa
 Any **two** of these or other relevant quotations
 + appropriate comments about urgency/importance [4]
- (e) (i) Aeneas' son [1]
 (ii) even if the future glory of Rome etc. means so little to him
 Aeneas ought to consider his son
 Ascanius is entitled to Italy/Rome (or similar)
 Any **two** of these points. [2]
- (f) Award marks in proportion to the amount of correct sense achieved overall, in
 accordance with the appendix 'Instructions for marking translations of set texts'.
tali Cyllenius ore locutus
mortales visus medio sermone reliquit
et procul in tenuem ex oculis evanuit auram [5]

TOTAL = 32

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) they are the same age/they are old [1]
- (b) (i) they got married/were joined together/lived together [1]
- (ii) for emphasis [1]
showing they have spent all their lives/grown old [1]
in that house [1] Any **two** of these. [2]
- (c) they don't mind admitting it
they make light of it/it doesn't make any difference to them
they don't complain about it Any **two** of these. [2]
- (d) *dominos* + *famulos* [1] + translations of both [1] [2]
- (e) *parent* + *iubent* [1] + translations of both [1] [2]
- (f) they are both in charge
they don't have any slaves
there only are two people in the house
they do everything for themselves Any **two** of these. [2]
- (g) (i) Jupiter [1] Mercury [1] [2]
- (ii) Looking for a place to rest/because everyone else has refused them/to test
their worthiness (or similar) [1]
- (h) it says 'small home' (*parvos penates*)
low doorway (*humiles postes*)
the guests have to lower their heads Any **two** of these. [2]
- (i) Philemon accommodates them on a couch/chair/seat
Baucis spreads a rug over it [2]
- (j) (i) stirs up the ashes
adds leaves and/or dry bark
blows on the flames
adds more sticks/twigs
chops them up Any **three** of these. [3]
- (ii) up in the roof/attic [**not** 'on the roof']
to keep them dry (or other convincing reason) [2]
- (k) vegetables/cabbage: picked by P from the garden + leaves stripped off
pork/ham: cut off the back/kept for a long time/smoked/boiled to soften
Any **two** details for each item. [6]
- (l) they engage their guests in friendly conversation
wash their feet for them
make the couch nice for them to lie on
serve their own olives/cheeses/fruits/honey etc (in English section)
serve their own home-made wine (in English section)
finally they try to cook the goose
they volunteer to be guardians of their temple
Any **three** of these or other valid points. [3]

TOTAL = 33**Ring the total mark obtained and transcribe it on the front of the script.**

- 4 (a) Poor/humble [1]
- (b) (i) they are old ... friends [2]
- (ii) to emphasise that they are old (or similar explanation) [1]
- (c) a rough-and-ready type
careful with his stores
but generous in providing hospitality Any **two** of these. [2]
- (d) why say more?/in short/to cut a long story short (or similar) [1]
- (e) (i) he lies down ... in the chaff/straw ... eating ... grain/grass/weeds [4]
- (ii) he leaves all the good stuff ... for his guest [2]
- (f) Award marks in proportion to the amount of correct sense achieved overall, in accordance with the appendix 'Instructions for marking translations of set texts'.
tandem urbanus ad hunc 'quid te iuvat' inquit 'amice, praerupti nemoris patientem vivere dorso? [5]
- (g) (i) come to the town (or similar) [1]
- (ii) the town is safer (than the countryside)
there is company in the town/more is happening in the town
we are mortal creatures/we die
great and small alike
life is short
therefore enjoy good things while you can
Any **three** of these - or equivalent ideas expressed in different words. [3]
- (h) describing mice with human characteristics
the country mouse's anxiety to please
Horace's love of word-play: e.g. lines 2-3
varia cena – what variety
the sophisticated/snooty behaviour of the town mouse
pater ipse domus – grandiose description for a mouse
lying back to eat, Roman-style
the town mouse's remarkably philosophical sermon
the town mouse waiting on the country mouse like a smart slave
even acting as his food-taster/stealing a cheeky bite from the master's plate
the Disney-style arrival of the dogs
Any **five** of these or other plausible instances of humour. [5]

TOTAL = 27

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

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

1942/12 and 22

Sections A and B

Instructions for marking translations of set texts

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

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

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

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

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

A FEW CORRECT PHRASES **1**
but otherwise generally inaccurate

NO CONTINUOUS ACCURACY **0**

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

wavy line = minor error

solid line = serious error

double line = multiple errors / complete breakdown of sense

caret mark = omission of word

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

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

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

NB

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

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

1 2 2 2 2 3 1 2 2 1 1 2 1 3
hoc anno res gravis Romae accidit (12). nam cives multa incendia prope forum subito viderunt (13).

1 1 2 3 2 3 1 1 2 1 1 3
interea septem tabernae incensae sunt; tantae erant flammae ut templum Vestae paene delerent (21).

2 3 2 2 1 3 1 1 2 2 2
omnes intellegebant homines malos hoc fecisse, quod incendia in multis locis simul apparuerunt (21).

1 1 3 1 2 1 2 3 1 3 1 1 1
itaque consul iussit populum convenire atque omnes rogavit num scirent qui tantum scelus

3 2 1 1 3 3 3 2 2 1
fecissent (24). 'magnum praemium vobis promitto' inquit; 'offero pecuniam liberto, libertatem

2
servo.' (20)

1 1 3 2 1 1 1 2 3 3 2 1 1 1
ubi hoc audivit, servus quidam - Manus ei nomen erat - dixit dominum suum cum quinque

2 1 3 1 1 1 3 2 1 1 3 1 2
amicis incendia fecisse (29). tum consul statim imperavit militibus ut coniuratos caperent (13). hi omnes

1 3 1 2 3 2 2 1 2 1 3 3
tandem capti sunt et in foro necati sunt; servus fidelis, qui urbem suam servaverat, liberatus est (27).

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	50 = 11	95 = 21	140 = 31
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
10 = 2	55 = 12	100 = 22	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	60 = 13	105 = 23	150 = 33
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
20 = 4	65 = 14	110 = 24	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	70 = 16	115 = 26	160 = 36
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
30 = 7	75 = 17	120 = 27	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	80 = 18	125 = 28	170 = 38
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
40 = 9	85 = 19	130 = 29	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	90 = 20	135 = 30	180 = 40

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: Anthology

- 1 (a) (i) warships/quadrirèmes (accept = rescue boats) [1]
- (ii) to help (1) Rectina (1) and many/others/people at Stabiae (1)
Pliny's uncle was commander of the fleet = 2 [3]
- (iii) *frequens* or *amoenitas*
orae = 0 [1]
- (b) he hurried to the place (1) from where others were fleeing (1)
or similar. [2]
- (c) (i) he says he steered straight/a straight course (1)
he held his rudder straight (1)
repetition of the word straight/*rectum* ... *recta* (1)
he headed into the danger/crisis (1)
he says he was free from fear/calm (1)
he was working throughout the danger (1)
- Pliny was brave (1) whereas others were frightened (1)
- Accept any **three** [3]
- (ii) he dictated (1) and noted down (1)
all the movements (1) and features (1) (everything he saw = 2)
of the disaster (1)
- Accept any **four** [4]
- (iii) *mali/periculum* [1]
- (d) he describes how ash was falling on the ship (1)
the ash got hotter and thicker (1)
he describes the stones as black/charred/cracked by fire (max. 2)
the shore was blocked (with debris) (1) sudden shallow water (1)
he uses direct speech (1) – or the quote
uses the imperative
and a well known saying – fortune helps the brave/*fortes fortuna adiuvat* (1)
reference to Pliny Elder's hesitation (1)
reference to other characters – helmsman, Pomponianus (1)
Pliny Younger contrasts the physical with the human (2)
- credit stylistic comments**
reference to comparatives
word choice
repetition of *iam*
(see direct speech above)
sound effects
- credit paraphrases**
reference to Pliny's manner – controlled
reference to Pliny's heroic nature
reference to saving others
- Accept any **four** valid answers [4]

Total: 19 marks

- 2 (a) The courtyard was full of (2) ash (1) and pumice (1)
a mixture of (1) ash (1) and pumice (1) [4]
- (b) he would not have been able (1) to escape (1) [2]
- (c) (i) he came out (1) and joined his friends/Pomponianus (1) [2]
(ii) staying awake all night [1]
- (d) whether to remain (1) inside (1)
or to wander (1) in the open/outside (1) [4]
- (e) the huge (1) frequent tremors (1)
the buildings shaking (1)
they are swaying (1) backwards and forwards (1)
now this way now that (1)
they were torn from their foundations (1)
- credit stylistic comments**
alliteration of t (line 6-7)
word choice
sound – *nunc huc nunc illuc*
arrangement of words
Accept any **four** valid answers [4]
- (f) Falling/being hit by (1) pumice (1) (accept references to stones/rocks/ash) [2]
- (g) (i) his uncle was calm/brave/rational [1]
(ii) the others were frightened [1]

Total: 21 marks

Total for Section A: 40 marks

Section B: Pliny

- 3 (a) many/a large number of (1) poets (1) [2]
- (b) there is hardly (1) a day (1) when someone (1) is not reciting (1)
or someone (1) is reciting (1) every (1) day (1) [4]
- (c) (i) literature (1) flourishes (1)
talent (1) is displayed (1)
- there is a lot of literature = 2
the quality of the poets = 2 [4]
- (ii) *pigre* [1]
- (d) they sit (1) in the porticoes (1) gossiping (1)
not listening (1)
wasting time (1)
- accept any place where a recitation would have been held
Accept any **three** [3]
- (e) Rude/inattentive/lazy/ignorant/impolite (1)
- they come in slowly (1) reluctantly (1)
they do not stay (1)
they go out before the end (1)
some stealthily (1)
others openly/brazenly (1)
- Give **one** mark for behaviour **and four** marks for valid reasons [1+4]

Total: 19 marks

- 4 (a) (i) the soothsayer(s)/priest(s) [1]
- (ii) Ceres [1]
- (iii) on Pliny's estate(s)/in the countryside [1]
- (b) it was old (1) cramped (1) and (very) crowded (1) [3]
- (c) a (large) crowd (1) gathered there (1) (or similar)
accept references to the festival of Ceres [2]
- (d) (i) They would promise to make an offering
They would promise to give gift
They would promise to make a sacrifice [1]
- (ii) in hope of a favour/to get a good harvest/because she is goddess of
agriculture [1]
- (e) no shelter (1) from rain (1) or sun (1) [3]
- (f) (i) a temple/shrine (1) (not altar)
a colonnade/portico/shelter (1) [2]
- (ii) she will have a temple (1) where more people can worship (1) [1]
- (iii) they will have shelter/portico/more space [1]
- (g) to buy 4 columns (1) of marble (1)
to use his judgement (1)
to buy marble (1) for the floor (1)
and for the walls (1)
find materials (1)
Accept any **four** valid points [4]

Total: 21 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.

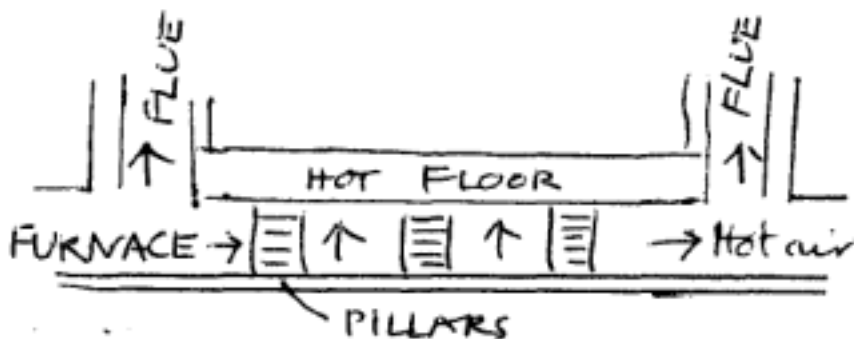
At the end of Section B record a mark for Quality of Written Communication as QWC **unringed** in the right hand margin.

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.

Topic 1: Daily Life in Roman Society
Section A

- 1 (covered) colonnade (1) open space/grass (1) courtyard (1) entrance (1) [2]
- 2 wrestling, ball games, fencing, discus, bowling, javelin, gladiator fights (1)
 Accept any 2 valid answers. [2]
- 3 socialising, business meetings, have a massage, visit hair plucker, eat/drink, hear lectures, visit library, visit shops
 Accept any 2 valid answers. [2]
- 4 *apodyterium*/changing room (1) clothes left (1)
tepidarium/warm room (1) pores opened (1)
caldarium/hot room (1) hot bath/oil and scrape (1)
frigidarium/cold room (1) cold plunge (1)
laconicum/hot dry room (1) oil and scrape/sweat to open the pores (1)
 Any 3 rooms
 Accept any valid answers for the processes involved in each room [6]
- 5 furnace
 hot air under floor
 floor supported on pillars
 hot/warm floor above
 flues/lead pipes in walls (conveyed heat)
 brazier
 Accept any 4 valid answers including those in the sketch below. [4]



- 6 to gain support for a candidate in the local elections/to make the aware of the new *aedile* [1]
- 7 supervised the markets
 in charge of police
 baths
 water supply
 sewers
 entertainment
 show taxes are spent wisely (not to collect taxes)
 repair/maintain public buildings
 repair streets
 make sure public services ran smoothly
 Accept any 3 valid answers. [3]

Total: 20 marks

Section B

Marking Grid (max. 9 marks)

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

Quality of Written Communication (max. 2 marks)

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

Section B

8 (a) **the build-up to the show**

notices on walls/in *forum* – support for favourite gladiators
shows put on by wealthy citizens – free admission

how the day of the show was special

festivals/public holidays – no work/business – exciting atmosphere

the different types of event

Samnites – Thracians – *murmillones* – *retiarii* – *bestiarii*

the different weapons – pairing off often produced ill-matched opponents

details of wild beast fights – mock sea battles in flooded arena

the part played by the spectators

gladiator fights ended with the death or surrender of one of the fighters –

spectators helped to decide who lived/died – thumbs up/down –

good fighters spared to fight again – crowd had favourites –

wooden sword meant retirement from the arena

The points given above are indicative and offer question specific guidance.

Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

(b) **the design**

house around two rectangles/courtyards

main rooms off the *atrium* – other rooms around the garden/*peristylum* –

high walls – small windows

the different rooms and their use

atrium/main family room – large for receiving guests – spacious and high –

contained the family shrine/*lararium* – cool and light through the *compluvium*

tablinum/study – for business/accounting/secretarial work/storing documents

triclinium/dining room – for family meals and entertaining

bedrooms off the main room – heavy curtains gave privacy

slaves' quarters off the garden – as was the kitchen – and lavatory –

these rooms away from main accommodation

garden

surrounded by colonnades – to relax in – cool in hot weather – summer

dining room

The points given above are indicative and offer question specific guidance.

Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 Marks

9 (a)

preparations

started out early – took food/drink – plays lasted all day

seating

stone seats – tiered – sat in front if important/at the back if a woman – excellent view of stage

keeping cool

awnings – sprinkled scented water

the performance

pantomime – masks – one actor took all the parts – skill and stamina – story from Greek mythology – chorus sang – orchestra played
vulgar farce – rude jokes and slapstick – stock characters – such as Pappus the old fool/Manducus the greedy clown
comedies of Plautus and Terence – witty dialogue – familiar characters – drunken son/cunning slave/oldfashioned father/pretty slavegirl – complicated plots

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

(b) **house**

spacious with rooms around the *atrium* – colonnaded garden – shops on ground floor – or a flat in a block/*insula*

shops

central *forum* – market stalls – variety of shops – dairy – baker – snack bars selling food/drink – merchants with luxury goods – business opportunities

entertainment

theatre – amphitheatre – chariot racing

social life

visits to the baths – the *palaestra* for different sports – many friends – dinner parties

There may also be mention of temples/religion, the water supply etc.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 Marks

Topic 7: Roman Religion

Section A

- 1 (a) they are as big as small houses (1) they have a (large) entrance for relatives to enter by (1) tombs were placed along (main) roads (1)
Any 2 valid answers [2]
- (b) people could walk past and greet the dead (1) the dead could be part of city life (1) the dead might come back to haunt the living (1) lack of space inside the city (1) disease/health/legal requirements (1)
Accept any 2 valid answers [2]
- 2 eggs, beans, lentils, flour, milk, honey, wine, blood, flowers
Accept any 3 valid answers. (Give 1 each for just food and drink) [3]
- 3 they placed the possessions of the dead in the tomb (1) they created gardens at the tomb (1) decorated the tomb (with flowers) (1) held banquets (1) offered them food and drink (1) in dining rooms attached to the tombs/in the family home (1) they held festivals/celebrations (1) they visited the dead often (1)
Accept any 3 valid points [3]
- 4 lead/pewter (accept any metal) [1]
- 5 (a) he wrote it backwards [1]
- (b) (the name of) the person cursed (if known) (1) (the name of) the god who was to punish him (1) (the name of) the person making the request (1) magic words/example (1)
pictures/details of a specific picture from a tablet up to 2 marks
accept the crime (1) the punishment (1)
Accept any 3 valid answers. [3]
- 6 on a (shrine/temple) wall (1) in a spring (1) in a well (1) in a tomb (1)
Accept any 2 valid answers [2]
- 7 altars/temples, statues, coins, jewellery, gems, good luck charms, (sacrificed) animals, food, wine.
Accept any 3 valid answers. [3]

Total: 20 marks

Section B

Marking Grid (max. 9 marks)

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

Quality of Written Communication (max. 2 marks)

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

Section B

8 (a) **the procession**

went to the harbour – dancers/musicians – roses scattered on the road – statue of Isis carried to the harbour – on priests' shoulders – priests and trumpeters followed – wearing garlands – finally came the high priest shaking a sistrum/rattle.

the sacred ship

moored in the harbour – stern shaped like a goose's neck – covered in gold plate – high priest dedicated ship to Isis – ship loaded with spices and flowers – ropes unfastened and ship cast out to sea – statue of Isis taken back to the temple.

atmosphere

spring festival – end of winter – colourful/noisy spectacle – great excitement – a holiday for everyone – the day ended with a feast.

other activities

belonging to the brotherhood of Isis – ceremony of baptism – sacrifices pilgrimages – secret mysteries/initiation ceremony – readings from sacred book – communal meals – members felt exclusive

the powers of Isis

goddess of new life in the spring – she gave hope of life after death

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

(b) **the Romans and non-Roman gods**

the Romans tolerated all non-Roman gods and goddesses – unless they threatened Roman rule – they identified non Roman gods with Roman god who shared the same characteristics – e.g. Sulis Minerva at Bath, Mars Toutatis etc.

worship of Sulis Minerva at Bath

Sulis was a Celtic goddess – the Romans identified her with Minerva they were both goddesses of healing – this helped the Britons to accept Roman gods – they built a huge temple to Sulis Minerva in Roman style – they introduced Roman rituals/sacrifices – there were Roman priests in the temple – there was a Roman soothsayer, Memor

emperor worship and its effect on people in the provinces

emperor worship encouraged the acceptance of Roman rule – eastern provinces regarded their kings as divine so accepted emperor's divinity quite readily – emperors deified on death – temples to emperor built in provinces – e.g. at Colchester to Claudius – generally provincials happy to adopt Roman religion – because they hoped careers would benefit/to become wealthy under Rome – it helped to unify the empire – and reduced the risk of uprisings.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 Marks

- 9 (a) **the powers of Mithras and hope of life after death**
 god of light and truth – he triumphed over the forces of evil – his chief exploit was the killing of a bull – whose blood had the power to give new life
- the ceremonies connected with his worship**
 secret initiation ceremony – seven grades of initiation – involving tests and ordeals – such as branding – or lying in a pit
- behaviour expected of worshippers**
 high standards of conduct expected – bravery/courage – loyalty
- your feelings about belonging**
 it is expensive to belong – perhaps you are a wealthy businessman and can afford it – it is exclusive – perhaps you are an army officer and the standards of courage and loyalty appeal to you – many of your colleagues/friends belong – camaraderie

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

- (b) **the types of occasion when they made offerings and sacrifices**
 at festivals to honour the gods – to thank the gods for favours granted – such as an escape from danger –
 to make a request for a favour/the god's blessing – when setting out for war – for a safe voyage – on the birth of a child – for good health
 to keep a vow/promise
- the part played by the *haruspex***
 animal sacrifices were made – to foretell the future – the priest/soothsayer – watched the way the victim fell – he watched the smoke/flames – he examined the animals entrails/liver – for any blemishes/spots – and then announced whether the gods were favourable or not.
- worship in the family home**
 offerings made to Vesta, goddess of the hearth – at the shrine/*lararium* – and to the gods of the household and store cupboard – *Lares* and *Penates* – to ensure the family's prosperity – for the birth of a child/a safe journey etc.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 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 should yield exactly the same mark for any script, since the totals are the same for each section. The differences are as follows:

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

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

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

Other points:

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

Unprepared Comprehension and Translation**Question 1**

- (a) stealing/taking/extorting (past or present tense) (1) much (1) money (1)
from the citizens (1) (people = 0) [4]
- (b) they began (1) to fight/a fight (1) bravely (not superlative) (1) to defend
themselves (1) (any two)
+ many/robbers (1) were killed (1) (died = 0) (active = OK) [4]
- (c) they decided (1) to look for/recruit (1) (find = 0) other/more (1) (the other = 0)
men/people (1) (new recruits = OK) [4]
- (d) (he was) young (2) (and) brave/strong (2) (fierce = 0) (i.e. max 4)/
never had they seen (1) a bigger man/such a big man (1) [4]
- (e) they asked (him) (1) whether/if he wanted (1) to be/become a robber (1)
or (a) poor (man) (1) (either way round) (accept O.R.) [4]

Total for Question 1 = [20]

Question 2

Specimen Translation

The young man, as soon as he heard the words of the robbers, said: 'Greetings, very brave men. Now receive a man of great courage, who prefers to have wounds on his body than gold in his hands. I despise death, which others fear; for I am Haemus the Thracian, whose name used to terrify very many cities. But in a very short time I lost all my companions and all my wealth.' When they heard the young man's name, they all rejoiced. At once they asked him what had happened.

Haemus willingly told the whole story, so that they might understand how unlucky he had been. He had believed that he was so brave that he could attack even the most powerful without danger. He therefore foolishly attacked a Roman commander; he, accused by his enemies of treason, was by chance making a journey through Greece into exile.

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 15
iuvenis, simulac verba *latronum* audivit, 'salvete,' inquit, 'o homines fortissimi.

1 1 1 1 1 1 1 1 7
iam virum magnae *virtutis* accipite,

1 1 1 1 1 1 1 1 1 1 1 1 12
qui vulnera in corpore quam *aurum* in manibus habere mavult.

1 1 1 1 1 1 1 7
ego mortem, quam alii timent, *despicio*;

1 1 1 1 1 1 1 1 1 1 1 1 11
sum enim *Haemus ille Thracius*, cuius nomen plurimas urbes terrebat.

1 1 1 1 1 1 1 1 1 1 1 1 12
sed brevissimo tempore omnes comites *omnesque divitias amisi*.'

1 1 1 1 1 1 1 6
nomine iuvenis audito, omnes gavisii sunt.

1 1 1 1 1 1 1 7
eum statim rogaverunt quid accidisset.

1 1 1 1 1 1 1 1 1 1 1 1 13
Haemus rem totam libenter narravit, ut intellexerent quam infelix fuisset.

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 15
crediderat se tam *fortem* esse ut etiam *potentissimos* sine periculo oppugnare posset.

1 1 1 1 1 1 1 6
itaque legatum Romanum stulte *oppugnavit*;

1 1 1 1 1 1 1 1 1 1 9
qui, ab *inimicis maiestatis accusatus*, forte per *Graeciam* in *exilium* iter faciebat.

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

Total for Question 2 = [60]

Question 3

- (a) (i) give up/leave (behind) (1) life in Rome/of Rome (1)
go/be in exile (1) with her husband (1) [4]
- (ii) she was (1) loyal/faithful/true (1) (because of her loyalty = 2) [2]
- (b) (i) she shaved (1) her head/hair (1) put on/wore (1)
a man's/men's clothes (1) [4]
- (ii) to disguise herself/so that she could go about freely/
to spy on the soldiers/so that the soldiers would trust her/
to look like a man/any other sensible answer
Accept the answer to (c) here as well.
One mark for partial answer. [2]
- (c) to share (1) his/the danger(s) (1) to look after/take care of/worry about (1)
(gain = 0) his safety (1) [4]
- (d) (i) the robbers (1) attacked travellers (there) (1) (fought = 0) [2]
- (ii) in an inn/tavern (1) (just 'shop' = 0) near the harbour/port (1) [2]
- (e) the robbers (1) led by Haemus (1) entered the inn (1)
they began (1) to seize/take/steal (1)
(all) the goods/everything good/(all) good things (1) [6]
- (f) (i) she heard/listened to (1) the robbers' voices (1)
(apostrophe must be correct) [2]
- (ii) she summoned/urged/encouraged/alerted/called (1) +
her husband (1) soldiers (1) slaves (1) to help (1) her (1)
(any three) [4]
- (g) (i) they feared (1) (they did not fear = 0) they would be killed (2)
by the robbers (1) [4]
- (ii) the rest/the others (1) were killed (1) (died = 0) Haemus (alone) (1)
escaped (1) (fled/ran away = 0) [4]

Total for Question 3 = [40]

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

1942/22 Paper 2 – Verse Language (Higher)

Section A: Virgil

- 1 (a) (i) hardly sane
not able to sleep/having nightmares
anxious Any **two** of these. [2]
- (ii) *unanimam* [1]: soulmate/very close to Dido/sympathetic [1]
sororem = sister [=1]
correct meaning + wrong Latin [=1] [2]
- (b) (i) his bearing/manner/expression [accept handsome]
strong chest/shoulders [**or** weapons/arms]
has had a hard time/buffeted by fate
has been through terrible wars Any **three** of these. [3]
- (ii) divine parentage [1]
- (iii) he actually is the son of Venus [1]
- (c) his fearlessness ... supports her suggestion that he is nobly-born
[translation only = 1] [2]
- (d) she had made a vow never to remarry [1]
... therefore it would be a 'sin' for her to become involved with Aeneas [1] [2]
- (e) murdered [1] by her brother [1] at home/defiling household gods [1] [3]
- (f) emphatic position of *solus*
repeated alliteration of S in 15
labantem: D's emotions are already wavering
impulit highlighted by enjambement
flammae: D still has the capacity for love
alliteration of V in 16
Any two of these or other valid observations [1 each]
+ reasonable interpretations [1] (lit. crit. tech. terms not required) [4]
- (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'.
sed mihi vel tellus optem prius ima dehiscat
vel pater omnipotens adigat me fulmine ad umbras,
pallentes umbras Erebo noctemque profundam,
ante, pudor, quam te violo, aut tua iura resolvo. [5]
- (h) she is committed to not remarrying
after she was 'robbed' of her first love/scarred by the terrible events of his murder
she feels attracted to Aeneas
but she feels tempted by 'just this one sin'/the only man who has had this effect on her
on the other hand, she deserves to be punished if she goes back on her oath
she will be true to Sychaeus – even in death
in the end it is all too much for her/she breaks down in tears
Any **five** of these or other convincing points (inc. valid stylistic points) [5]

TOTAL = 30

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

- 2 (a) (i) Mercury [1]
(ii) winged feet/sandals/cap/*caduceus* [1]
(iii) A is distracted by Dido/too busy building Carthage/forgetting his destiny (or sim)
he must leave Carthage/sail to Italy/build his own city (or sim) [2]
- (b) special message sent by Jupiter
who holds sway over heaven and earth
he has sent Mercury all the way from Olympus
repetition of *ipse*
celeris per auras: implies speed
blunt rhetorical questionss in 4
Any **three** of these or other valid points
(Latin **not** essential) [3]
- (c) (i) Aeneas' son [1]
(ii) he is growing up now +
the hopes of his family are centred on him/lulus has his own hopes as heir
[just 'heir' =0] [2]
(iii) even if the future glory of Rome etc. means so little to Aeneas
he ought to consider his son's future/his birthright to rule in Italy [2]
- (d) he disappears from view/vanishes into thin air/flies off to Olympus [1]
- (e) he is dumb-struck (*obmutuit*)
bewildered (*amens*)
hair standing on end with fright
voice sticking in throat
Any **two** of these. [2]
- (f) assonance of A (e.g.s throughout 13-16) → aghast amazement
ardet first word in 13 → A's overwhelming wish to comply
fast rhythm of *ardet abire* → eagerness
attonitus first word in 14
heu as first word → A's emotion coming out
series of deliberative questions in 15-16 (*quid ... quo ... quae ...?*) → A's dilemma
enjambement between 15 and 16 → A's thoughts getting carried away
slow rhythm in 16 → pondering deeply
furentem as last word → emphasises what he knows will be D's reaction
Any **two** of these or other valid observations [1 each]
+ reasonable interpretations [1] (lit. crit. tech.terms **not** required)
[no reference to the Latin = maximum 2] [4]
- (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'.
haec alternanti potior sententia visa est:
Mnesthea Sergestumque vocat fortemque Serestum,
classem aptent taciti sociosque ad litora cogant,
arma parent et quae rebus sit causa novandis
dissimulent; [5]

- (h) obedient/dutiful: responds immediately to Jupiter's command
decisive leadership: starts organising for departure straight away
crafty/deceitful: keeps it all under wraps
thoughtful/considerate: doesn't want to hurt Dido's feelings
tactful: waiting for best time to broach the news to her

Award 1 for each appropriate observation + 1 for each valid example (in English)
(be flexible as candidates may organise their answers in a different way to the
points above)

[6]

TOTAL = 30**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) they are bent ... with the weight [2]
 (b) they produce so much fruit ... that they can hardly support it [2]
 (c) *aspice* repeated/as first word: demands reader's attention
vix: the trees are only just able to cope with their own produce
iucundo: how contented the river looks/pathetic fallacy etc
tondentes: metaphorically 'shaving' the grass
 alliteration of P in 1-2: draws attention to *pomorum pondere ... peperit*
 sluggish rhythm of 3 ~ meandering rivers
 assonance of *iucundo murmure* ~ pleasant, contented sound
 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]
- (d) sheep vs goats [1]
 (sheep ...) eating nice grass [1]
 (goats ...) living on rocky ground [1]
aspice contrasted with *ecce* [1] [3]
- (e) (i) pipes (or description) (or sim) [1]
 (ii) the reeds are of different lengths [1]
- (f) (i) the dogs [1]
 (ii) keen/busy/energetic/devoted/lots of them [1]
- (g) (i) calves/cows [1]
 (ii) cow mooing
 the cow has lost her calf
 = mother/child
 Any **two** of these points. [2]
- (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'.
*poma dat autumnus; formosa est messibus aestas;
 ver praebet flores; igne levatur hiems.
 temporibus certis maturam rusticus uvam
 deligit, et nudo sub pede musta fluunt.* [5]
- (i) pro: bumper crop of fruit
 rivers meandering along contentedly
 happy self-sufficient livestock
 providing plenty of milk for their offspring
 all the shepherd has to do is play his pipe
 the seasons keep ticking over nicely
 always plenty of wine
 anti: goats struggling to find food
 calves getting lost
 all rather repetitive/monotonous
 Any **five** of these, or other convincing points for/against. [5]

TOTAL = 28**Ring the total mark obtained and transcribe it on the front of the script.**

- 4 (a) (i) Jupiter + Mercury [2]
 (ii) because everyone else has refused them/to test their worthiness (or sim) looking for a place to rest [1]
- (b) small house (*parvos penates*)
 low door-posts/guests have to lower heads to get in
 home-made rug placed on bench [3]
- (c) (i) stirs up the ashes adds leaves/dry bark/extra fuel
 blows on the flames fetches more sticks/twigs (**not** logs)
 chops them up Any **four** of these. [4]
- (ii) **either**: funny – the old woman cannot blow hard enough
or: sympathetic – she blows as hard as she can, but ...
 [1 for understanding of phrase + 1 for appropriate comment] [2]
- (iii) up in the roof/attic [**not** 'on the roof'] ... to keep them dry
 (or other convincing reason) [2]
- (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'.
*olim ... rusticus urbanum murem mus paupere fertur
 accepisse cavo, veterem vetus hospes amicum,
 asper et attentus quaesitis, ut tamen artum
 solveret hospitiis animum. quid multa?* [5]
- (e) alliteration of M
 juxtaposition of opposites: *rusticus/urbanum*
 polyptoton: *murem/mus*
 chiasmic arrangement
 Accept **either** mention of any **two** of these (tech. terms **not** required)
or one of these + convincing interpretation. [2]
- (f) (i) making the best ... with what they have
 poor ... but generous (or sim) [2]
- (ii) B&P: home-grown vegetables
 home-smoked bacon
 stored away in roof
 P cuts off just a tiny bit
 only for the guests – not for themselves
 mice: long-stored chick-pea(s)
 oats/raisins
 just one (oat/raisin)
 serves half-used scraps of bacon
 the host just eats weeds
 leaving the better stuff for his guest
 Any **three** of these or other valid points per meal (in English). [3+3]
- (g) B&P: the gods save them from the flood + grant them immortality
 mice: town-m. is snooty about the meal + takes country-m. off to the city, etc
 Any **three** of these or other valid points.
 (Maximum 2 for reference to only one passage). [3]

TOTAL = 32

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

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

1942/12 and 22

Sections A and B

Instructions for marking translations of set texts

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

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

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

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

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

A FEW CORRECT PHRASES 1
but otherwise generally inaccurate

NO CONTINUOUS ACCURACY 0

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

wavy line = minor error

solid line = serious error

double line = multiple errors / complete breakdown of sense

caret mark = omission of word

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

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

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

NB

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

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

Section A

1 2 2 2 2 3 2 1 1 1 2 1 3
hoc anno res dirissima Romae accidit (12). multa incendia enim circum forum subito visa sunt (11).

1 2 1 2 1 3 2 3 2 1 2 1
eodem tempore septem tabernae ardere inceperunt (10). tanti erant ignes ut templum Vestae vix

3 2 2 2 1 3 2 3 1 2 2
defenderetur auxilio servorum, qui postea liberati sunt (24). omnes putabant id ab hominibus scelestis

3 1 1 2 1 2 1 3
factum esse, quod incendia multis et diversis locis simul orta erant (24).

1 1 2 1 3 1 3 1 2 1 3
cum tandem vis flammarum superata esset, consul iussit populum convenire (15). deinde rogavit

2 1 3 2 2 2 1 2 3 2 2 3
omnes num scirent qui tantum scelus contra urbem suscepissent (22). magnum praemium promisit:

2 2 2 2 1 2 2 2 1 1 1 2 3
liberto argentum, servo libertatem (15). hoc praemio inductus, servus quidam - Manus ei nomen erat -

3 2 1 1 1 2 1 3 1 1 2 2 2
dixit dominum suum cum quinque comitibus incendia fecisse (29). tum consul, fide servi laudata,

2 3 2 1 2 3
milites misit qui eos quam celerrime quaerent (21).

1 2 2 2 3 1 2 1 2
coniurati a militibus capti ad forum adducti sunt; ubi perfidiam suam confessi sunt,

-----5----- 2 2 2 2 3 2 3
poenam mortis dederunt (21). servo fideli, qui urbem servaverat, libertas data est (16).

220 marks, rounded down to 40 (grid provided)

Paper 1942/23 (Language 2 Higher Tier): Mark Scheme

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

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

General principles for marking of English into Latin sentences

General principles:

3 marks for verbs

2 marks for nouns/adjectives/adverbs/pronouns

1 mark for most other words

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

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

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

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

NB

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

Section B

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 postquam Graeci Troiam ceperunt, Ulixes ad patriam suam cum comitibus suis
3
navigabat. [20]
- 2 sed deus maris saepe ventos misit/mittebat ut eos impediret. [16]
- 3 olim tempestas ingens/magna navem ad insulam egit, ubi habitabat gigas
2 1
nomine Polyphemus. [21]
- 4 Polyphemus tam crudelis erat ut diceret se omnes necaturum esse. [17]
- 5 illa nocte, dum Polyphemus dormit, Ulixes iussit comites palum ardentem in
1 1 3
oculum gigantis pellere. [23]
- Or: ... Ulixes imperavit comitibus ut palum ardentem in oculum gigantis pellerent.
- 6 Either: sic Ulixes gigante superavit/vicit et/atque e periculo effugit.
1 1 2 3 1 1 2 3
Or sic Ulixes, gigante superato/victo, e periculo effugit. [13]

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

Paper 1942/23 (Language 2 Higher Tier): Mark Scheme

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

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: Anthology

- 1 (a) (i) it had risen (1) filled with (1) ash (1) and pumice/stones (1)
Any three of these. [3]
- (ii) if he delayed/stayed longer (in the bedroom) (1)
he would not escape (1)
(accept - he would die = 1) [2]
- (b) (i) his uncle had slept/needed to be woken [1]
- (ii) Pomponianus/the others had stayed awake [1]
- (c) to stay indoors (1) to go/wander outside (1) [2]
- (d) **style of writing**
alliteration of t – hard sounds – suggests violence
nunc ... nunc – repetition suggests buildings swaying to and fro
quasi - vivid comparison
huc ... illuc - contrast
- choice of words**
nutabant – buildings shaking/nodding
abire ... referri – buildings moving in different directions
emota – torn away
huc ... illuc – this way and that
metaphorical use of *nuto/sedes*
crebris/ingentibus – very descriptive
- Accept any 4 valid answers but must have at least one point from **style of writing** and one point from **choice of words** and **Latin** for full marks. [4]
- (e) falling pumice (stones) (1) [1]
- (f) (i) The uncle chose to go outside because this was a logical choice, he reasoned it out.
On the other hand, the others looked at the two options and decided that they were more afraid of staying indoors.
with his uncle (1) it was a question of which reason was the best (1)
with other people (1) it was a question of what to fear most/one fear outweighed another (1)
Give 4 marks for answers which convey these ideas.
But
his uncle was rational (1)
the others were frightened (1) [4]
- (ii) *apud illum* contrasts with *apud alios*
he repeats the word for reason – *ratio rationem*
he repeats the word for fear – *timorem timor*
he uses chiasmus – *ratio rationem ... timorem timor*
Accept any two valid answers but must have Latin for each point [2]

Total: 20 marks

- 2 (a) (i) lust (1) love affairs (1) adultery (1) visits to Baiae (1) parties (1)
concerts (1) pleasure boats (1) Accept any 3 [3]
- (ii) a life of debauchery (or similar) [1]
- (b) whatever they/the prosecution said (1) she/Clodia approves (1) [2]
- (c) disprove/refute/deny the allegations (1) or admit (1) that no trust should be placed (1) in her accusation (1) or her evidence (1) [5]
- (d) his physical appearance (beauty/height/looks/eyes) [1]
- (e) **word order**
eius te – the juxtaposition shows how close they are
saepius at the beginning of the sentence stresses how often they met
saepius ... voluisti; fuisti non numquam – chiasmus stresses how frequently they met.
list/catalogue
- choice of words**
non numquam – use of double negative
saepius
in eisdem hortis
- Accept any 2 valid answers but must have at least one point from **style of writing** and one point from **choice of words** and **Latin** for full marks. [2]
- (f) she is a woman of noble birth/wealthy
his father (the family) is miserly/stingy
- Accept any two but must refer to each family for 2 marks. [2]
- (g) mocking/sneering/scornful (or similar) (1)
- Accept any 3 further valid points to support the answer, including those below.
- Cicero says Caelius rejects her/treats her with contempt
he says Caelius does not think her gifts are worth so much (*tanti*)
Cicero tells her to take herself off somewhere else
she bought gardens where young men came to swim
Cicero argues she is promiscuous/she picks up young men
he asks why she is bothering a young man (who rejects her). [1+3]

Total: 20 marks

Total for Section A: 40 marks

Section B: Pliny

- 3 (a) (i) there was a large number/crop (1) of poets (1) [2]
- (ii) in April (1) someone is reciting (1) every day (1) [3]
- (iii) *nullus* (1) *non* (1) (allow *toto* and *magnum*) [2]
- (b) (i) literature flourishes (1)
talent is on display (1) [2]
- (ii) people come to listen (1) without enthusiasm (1) [2]
- (c) gossiping [1]
- (d) (i) the reader has entered (1)
he has finished the introduction/preface (1)
he has unrolled most of the book (1) [3]
- (ii) at his patron's house (1)
in a private house (1)
in a hired hall (1)
in a theatre (1) (not amphitheatre)
in the forum (1) (not streets)
Accept any two valid answers [2]
- (e) **tum demum ac tunc** – stressing **then** and only **then** do they come in (1)
tum ... demum at the start of the clause (1)
demum – they come in finally (1)
he says *lente* – slowly (1) and *cunctanter* – reluctantly (1)
Accept any 2 valid answers but must have the Latin for each point. [2]
- (f) people leave before the end either secretly/*dissimulanter/furtim* (1)
or openly/*simpliciter/libere* (1) [2]

Total: 21 marks

- 4 (a) (i) soothsayer(s)/priest(s) [1]
- (ii) on Pliny's estate(s)/in the countryside [1]
- (iii) make it larger/better [1]
- (iv) it was old (1) cramped (1) (very) crowded (1) Accept any 2 [2]
- (b) (i) she was goddess of the crops/it was harvest/sowing time [1]
- (ii) they would promise to make an offering/to give a gift/to make a sacrifice (1)
they hoped the goddess would answer their prayers/they would have a good harvest (1) [2]
- (iii) the repetition of *multa*/the tricolon *multae ... multa ... multa*
the position of *magnus/multa* at the start of clauses
magnus ... populus – frames the phrase
asyndeton – *aguntur, suscipiuntur, redduntur*
e regione tota – from the whole region
Accept any 3 valid answers but must have the Latin for each point. [3]
- (c) (i) by adding a colonnade/portico (to the temple) (1)
for the use of the people (1) [2]
- (ii) by building a (most beautiful) temple (1)
to please the goddess (1) [2]
- (d) **temple**
he chooses marble (1) attractive/costly/hard wearing (1)
he leaves the type of marble to the architect/expert (1)
he asks the architect to draw up a plan (1)
the statue needs to be repaired (1)
he enlarged the temple because there wasn't enough room (1)
- temple site**
Pliny is aware the site is difficult (1)
the river/steep banks/road are the cause (1)
he makes a suggestion for the siting of the porticoes to provide shelter (1)
shows concern/involvement (1)
he leaves the final decisions to the expert (1)
- Accept any 4 valid points but must have at least one from each. [4]

Total: 19 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 each question.

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

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.

Topic 1: Daily Life in Roman Society
Section A

- 1 (covered) colonnade (1) open space/grass (1) [2]
- 2 wrestling, ball games, fencing, discus, bowling, javelin
 Accept any 2 valid answers [2]
- 3 socialise/business meetings, have a massage, visit hair plucker, eat/drink, hear lectures, visit library, visit barber
 Accept any 2 valid answers [2]
- 4 *apodyterium* (1) changing room/left clothes (1)
tepidarium (1) sitting in the warm room/pores opened/prepare for hot room/perspire gently (1)
caldarium (1) hot bath/oil and scrape (1)
frigidarium (1) cold plunge (1)
laconicum (1) oil and scrape/sweat (1)
 Any 3 rooms
 Accept any valid answers for the processes involved in each room [6]
- 5 A detailed description of the hypocaust system:
 furnace
 hot/warm air under floor (not steam)
 floor supported on pillars
 hot/warm floor above
 flues/lead pipes in walls (conveyed heat)
 brazier
 Accept any 4 valid details including any given in a candidate's sketch (e.g.)
- The diagram illustrates a hypocaust system. At the bottom, a 'FURNACE' is shown with three upward-pointing arrows labeled 'Hot air'. These arrows point into a horizontal channel labeled 'HOT FLOOR'. Below the floor, three vertical lines represent 'PILLARS' supporting the floor. On either side of the floor, there are vertical channels labeled 'FLUE' with upward-pointing arrows, indicating the flow of hot air through the walls.
- [4]
- 6 to gain support for a candidate in the local elections [1]
- 7 supervised the markets
 in charge of police
 baths
 water supply
 sewers
 entertainment
 show taxes are spent wisely (not to collect taxes)
 repair/maintain public buildings
 repair streets
 make sure public services ran smoothly
 Accept any 3 valid answers [3]

Total: 20 marks

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

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

Quality of Written Communication (max. 2 marks)

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

Section B

- 8 (a) **free** admission
public holiday/festival – exciting atmosphere
advertisements – notices on walls/in forum increased anticipation – support for favourite gladiators

types of show – gladiators (Samnites – Thracians – *murmillones* – *retiarii*)
 wild beast fights
 details of fight: weapons – pairing off
 mock sea battles in flooded amphitheatre
 Candidates must include some reference to this for the highest band.

spectators took part in deciding fate – gladiator fights ended with the death or surrender by one of the fighters – thumbs up/down – good fighters spared to fight again – crowd had favourites – wooden sword meant end of fighting

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid. [9]

- (b) **external appearance of house** – few windows meant heat/dust kept out – high walls kept out burglars – two shops brought in rent

layout of the house

main room/*atrium* large for receiving guests/family living quarters – spacious and high – *compluvium* – kept room cool or warm/water supply – shrine/*lararium* here for family worship – bedrooms led off *atrium* – heavy curtains ensured privacy – study/*tablinum* for business/accounting/secretary – separate dining room for family meals/entertaining

courtyard at rear of house/*peristylum* – garden shaded by colonnades – to relax in in hot weather – could grow herbs – could keep fish in pools – summer dining room for hot weather – slaves' quarters – kitchen – baths/lavatory (for wealthy) – all separate from the main living rooms

Reference to all three sections for the highest band.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid. [9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 Marks

- 9 (a) **atmosphere** – took food/drink – it was a holiday/festival – no work – there was a large crowd – good atmosphere
admission free - could keep cool – awnings – scented water – performance lasted all day – a series of plays
went to see favourite actors

types of play –

pantomime – a spectacle – one actor took all the parts – great skill and stamina – accompanied by a chorus – and an orchestra – masks

vulgar farces – they enjoyed the rude jokes and slapstick – and the stock characters – such as Pappus the old fool/Manducus the greedy clown

comedies of Plautus/Terence – provided witty dialogue – familiar characters

tragedies – based on Greek mythology

Reference to both sections for the highest band.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

- (b) **housing** – rooms around the *atrium* – colonnaded/private garden – water supply
shops – baker – dairy – snack bars – selling food/drink
central forum – business opportunities – banks – merchants with luxury goods – election notices – advertisements for shows - temples – slave market – schools
opportunities to socialise – baths/*palaestra* for sport – dinner parties
entertainment – theatre – amphitheatre – chariot races/circus
Reference to three sections or more for the highest band.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 Marks

Topic 7: Roman Religion

Section A

- 1 (a) they are as big as small houses (1) they have a (large) entrance for relatives to enter by (1) tombs were placed along (main) roads (1)
Any 2 valid answers [2]
- (b) people could walk past and greet the dead (1) the dead might come back to haunt the living (1) lack of space inside the city (1) disease/health/legal requirements (1)
Accept any 2 valid answers [2]
- 2 eggs, beans, lentils, flour, milk, honey, wine, blood, flowers
Accept any 3 valid answers. (Give 1 each for just food and drink) [3]
- 3 they placed the possessions of the dead in the tomb (1) they created gardens at the tomb (1) decorated the tomb (with flowers) (1) held banquets (1) in dining rooms attached to the tombs/in the family home (1) they held festivals/celebrations (1)
Accept any 3 valid points. [3]
- 4 lead/pewter (accept 'metal') [1]
- 5 (a) he wrote it backwards [1]
- (b) (the name of) the person cursed (if known) (1) (the name of) the god who was to punish him (1) (the name of) the person making the request (1) magic words/example (1)
pictures/details of a specific picture from a tablet up to 2 marks (accept details of the crime/punishment = 1)
Accept any 3 valid answers. [3]
- 6 on a shrine/temple (wall) (1) in a spring (1) in a well (1) in a tomb (1)
Accept any 2 valid answers. [2]
- 7 altars/temples, statues, coins, jewellery/gems, good luck charms, (sacrificed) animals, food, wine.
Accept any 3 valid answers. [3]

Total: 20 marks

Section B

Marking Grid (max. 9 marks)

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

Quality of Written Communication (max. 2 marks)

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

Section B

- 8 (a) **festival** – spring/end of winter – beginning of sailing season/trade – Isis as goddess of fertility – procession to harbour – dancers/musicians – roses scattered on the road – statue of Isis carried to the harbour excitement/colourful/noisy spectacle – followed by a party – prayers for safety of Roman people/emperor/sailors.

people could belong to brotherhood of Isis – ceremony of baptism – repentance for sins – sacrifices – pilgrimage – secret mysteries/initiation ceremony – readings from sacred book – communal meals – members felt exclusive

hope of life after death – emotional experience/felt they had met the goddess. Candidates must include reference to all three areas for full marks.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid. [9]

- (b) **Romans assimilated religions of their subjects** – unless they threatened Roman rule – identified foreign god with Roman god who shared the same characteristics – e.g. Celtic Sulis and Roman Minerva, Mars Toutatis/Loucetius etc. This helped to keep their subjects loyal – and helped to make them accept Roman gods. Romans able to introduce Roman rituals/sacrifices – build temples in Roman style – there were Roman priests in the temple at Bath – there was a Roman soothsayer, Memor.

emperor worship encouraged acceptance of Roman rule – eastern provinces regarded kings as divine – therefore willing to treat Roman emperors as divine – emperors deified on death – temples built in the provinces – e.g. to Claudius at Colchester. Religion helped to unify the empire – and reduced the risk of uprisings.

Candidates must include reference to both areas for highest band.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid. [9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 Marks

- 9 (a) through a **soothsayer/haruspex** – and animal sacrifices – he would watch the way a victim fell – watch the smoke and flames when part of victim burnt – when victim cut open entrails examined – especially the liver – model liver helped – the soothsayer and his assistants interpreted the blemishes – they looked for anything unusual e.g. spots – announced whether gods favourable or not.

augurs/priests – also predicted the future – from the flight of birds – direction of flight – formation of birds – types of bird – the noise they made – all this was interpreted to predict what was going to happen.

through **astrology**

through **oracles/the Sibylline books**, consulted in times of emergency/disaster

Candidates should refer to two different ways of foretelling the future for the highest band.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

- (b) **Mithras** – from Persia/Iran – god of light and truth – he triumphed over the forces of evil – he promised life after death – secret initiation ceremony – seven grades of initiation – branding/lying in a pit – he demanded courage and loyalty from his followers – popular in the army – expensive – exclusive – therefore attracted wealthy business men and army officers.

Isis – see points made under 8 (a).

There may also be references to **Christianity** – baptism – forgiveness of sins all treated as equals in the eyes of God – attracted the poor/slaves – they ate communal meals – they believed in life after death – traditional Roman religion did not satisfy emotional needs – Romans confused by variety/number of gods/cults.

Candidates should refer to two religions for the highest band.

The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the marking grid.

[9]

Quality of Written Communication: 2 marks

Total for Section B: 18 + 2 = 20 Marks

Grade Thresholds

General Certificate of Secondary Education
Latin (Specification Code 1942)
June 2008 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	36	30	25	20	15
12 (Foundation)	60	n/a	n/a	36	30	25	20	15
13 (Foundation)	40	n/a	n/a	27	21	16	11	6
14 (Foundation)	40	n/a	n/a	29	25	22	19	16
15 (Foundation)	40	n/a	n/a	24	20	16	12	8

21 (Higher)	60	45	39	34	26	n/a	n/a	n/a
22 (Higher)	60	44	37	31	25	n/a	n/a	n/a
23 (Higher)	40	32	28	25	21	n/a	n/a	n/a
24 (Higher)	40	32	27	23	19	n/a	n/a	n/a
25 (Higher)	40	30	25	20	16	n/a	n/a	n/a

Specification Options

Foundation Tier

Option FA (11, 12, 13, 14)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	128	108	89	70	51
Cumulative Percentage in Grade		n/a	n/a	n/a	67.2	81.3	87.5	93.8	98.4

The total entry for the examination was 67

Option FB (11, 12, 13, 15)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	123	103	83	63	43
Cumulative Percentage in Grade		n/a	n/a	n/a	42.9	76.2	90.5	95.2	95.2

The total entry for the examination was 21

Option FC (11, 12, 14, 15)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	125	107	89	71	53
Cumulative Percentage in Grade		n/a	n/a	n/a	50	74.3	85.6	94.6	97.5

The total entry for the examination was 208

Option FD (06, 11, 12, 13)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	123	103	83	63	43
Cumulative Percentage in Grade		n/a	n/a	n/a	70.6	82.4	94.1	100	100

The total entry for the examination was 19

Option FE (06, 11, 12, 14)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	125	107	89	71	53
Cumulative Percentage in Grade		n/a	n/a	n/a	49.2	63.9	83.6	91.8	95.1

The total entry for the examination was 66

Higher Tier

Option HA (21, 22, 23, 24)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	173	153	133	113	91	80	n/a	n/a
Cumulative Percentage in Grade		52.1	81.1	91.8	96.9	99.4	99.7	n/a	n/a

The total entry for the examination was 4411

Option HB (21, 22, 23, 25)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	172	151	130	110	88	77	n/a	n/a
Cumulative Percentage in Grade		43.4	76.7	91	95.8	98.2	99.1	n/a	n/a

The total entry for the examination was 585

Option HC (21, 22, 24, 25)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	170	149	128	108	86	75	n/a	n/a
Cumulative Percentage in Grade		32.9	63.4	81.3	91.9	97.2	98.6	n/a	n/a

The total entry for the examination was 3363

Option HD (06, 21, 22, 23)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	171	152	133	114	92	81	n/a	n/a
Cumulative Percentage in Grade		34.7	62.9	74.3	86.6	98.5	99	n/a	n/a

The total entry for the examination was 203

Option HE (06, 21, 22, 24)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	172	152	132	112	90	79	n/a	n/a
Cumulative Percentage in Grade		29.1	60	77.6	90.9	97.4	98.7	n/a	n/a

The total entry for the examination was 994

Option HF (21, 22, 23, 86)	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	171	152	133	114	92	81	n/a	n/a
Cumulative Percentage in Grade		25	75	75	100	100	100	n/a	n/a

The total entry for the examination was 4

Overall

	A*	A	B	C	D	E	F	G
Cumulative Percentage in Grade	40.5	69.3	83	92.7	97.4	98.7	99	99.1

The total entry for the examination was 9941

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2008

