



Oxford Cambridge and RSA

**GCE**

**Latin**

**H443/03: Prose Literature**

A Level

**Mark Scheme for June 2023**

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

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

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

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**MARKING INSTRUCTIONS****PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the

highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### **Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:








- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

Annotation	Meaning
	omission
	incorrect
	slight error
	correct
	incorrect
	consequential or repeated error
	benefit of doubt

## 12. Subject Specific Marking Instructions

### Guidance on assessing translation from Latin into English

The overall principle in assessing each section is the **proportion** of sense achieved.

The passage is divided into 11 sections, each worth 5 marks. Assessors award up to 5 marks per translated section according to the following grid:

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation to the meaning of the Latin.
0	No response, or no response worthy of credit

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Latin – the crucial consideration being the extent to which every Latin word is satisfactorily rendered in some way in the English.

Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the **only** consideration. The determination of what constitutes a 'slight' or 'major' error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits, in the context of the passage and the section. It is likely that some errors may be regarded as 'major' if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a 'slight' error.

Final decisions on what constitutes 'slight' and 'major' errors will be made and communicated to assessors during the standardisation process, after full consideration of candidates' responses, and these decisions will be captured in the final mark scheme for examiners and centres.

1. **Wrong past tenses** are generally considered a 'slight' error, but other tense errors are 'major'.

Allowance must be made for other differences of idiom between Latin and English:

e.g. *ubi venerunt*: 'when they had come' would be correct; similarly 'when they came' for *cum venissent*.

Note also that Perfect Participles can often be appropriately translated as Present.

Where there are Historic Presents, the candidate should **consistently** use the Past or Present; if the candidate is inconsistent, the error should be counted once only, as a 'slight' error.

If a candidate repeatedly makes the same error of tense, the error should be counted once only.

2. **Vocabulary errors** that are close to the right meaning are 'slight' errors; any wrong meaning that alters the sense is 'major'.  
e.g. *amicis suasit*: 'he persuaded his friends' would be a 'slight' error; 'he spoke to his friends' would be 'major'.
3. **Omission of words** is generally a 'major' error. Omission of connectives (e.g. *sed, autem, tamen, igitur*) that do not significantly affect the sense is usually a 'slight' error. Frequently occurring omissions should be categorised at Standardisation.
4. **Errors of number** are usually 'major', but where the difference is minimal, they are 'slight': e.g. *vinis consumptis*: 'the wine having been consumed'.  
  
Sometimes they can be ignored altogether: e.g. *haec dixit* 'he said this'; *maximi labores* 'very great work'; *curae iraeque* 'anxiety and anger'. Each instance should be categorised at Standardisation.
5. **Errors of construction** are always "major", unless a construction has been successfully paraphrased:  
e.g. *promisit se celeriter adventurum esse*: 'he promised his swift arrival'.
6. **Errors of case** are always 'major', unless the containing clause has been successfully paraphrased:  
e.g. *tribus cum legionibus venit*: 'he brought three legions with him'.
7. **Change from active to passive** is allowable if the agent is expressed, or if the agent is omitted but the sense is not compromised. If the agent is omitted and the sense is compromised, it is a 'slight' error.  
  
e.g. *regem interfecerunt*: 'the king was killed' would be allowable if it were obvious from the preceding sentence who killed the king; if it were not clear who killed him, a 'slight' error should be indicated.



**Guidance on applying the marking grids for the 15-mark extended response**

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

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

15-mark grid for the extended response question		AO3 = 15 marks = Critically analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	13–15	<ul style="list-style-type: none"> <li>very good engagement with the question</li> <li>expresses a range of perceptive points, with very good development, leading to convincing conclusions, based on a range of well selected, accurate and precise examples from the passage.</li> </ul> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>good engagement with the question</li> <li>expresses a range of relevant points, with good development, leading to sound conclusions, based on well selected examples from the passage.</li> </ul> <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	7–9	<ul style="list-style-type: none"> <li>some engagement with the question</li> <li>expresses reasonable points, with some development, leading to tenable conclusions, based on a selection of some examples from the passage.</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	4–6	<ul style="list-style-type: none"> <li>limited engagement with the question</li> <li>expresses limited points, with little development, leading to a weak conclusion, which is occasionally supported by examples from the passage</li> </ul> <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–3	<ul style="list-style-type: none"> <li>very limited engagement with the question</li> <li>expresses points which are of little relevance and supported with little evidence from the passage</li> </ul> <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question		Answer	Mark	Guidance
1	(a)	<p>she wasn't surprised at his boldness / did not reject his forwardness (1)</p> <p>nor did she shun his home (1)</p> <p>even though he had killed her husband (Aulus Aurius Melinus) (1)</p> <p>her only objection was that he had three sons (1)</p>	<p>4</p> <p>AO2</p>	
1	(b)	<p><b>Assess against criteria in the 5-mark grid (above)</b></p> <p>Oppianicus, qui pecuniam Sassiae concupivisset, domo sibi quaerendum remedium existimavit ad eam moram, quae nuptiis afferebatur. nam cum haberet ex Novia infantem filium, alter autem eius filius, Papia natus, Teani Apuli, quod abest a Larino XVIII milia passuum, apud matrem educaretur, accessit subito sine causa puerum Teano.</p>	<p>5</p> <p>AO2</p>	<p><i>Specimen translation</i></p> <p>Oppianicus, since he (had) desired Sassia's money, thought that he should seek a remedy from his own home for the delay which was being caused to the marriage. (For), since he had a baby son by Novia, but a second son of his, born of Papia, was being brought up with the mother in Teanum in Apulia, which is eighteen miles from Larinum, he suddenly and without any reason sent for the boy from Teanum.</p> <p>Repeated/consequential errors should not be penalised.</p> <p><i>qui concupivisset</i>: 'who had desired' = slight error  <i>eam</i>: do not insist on 'that'  <i>Teani Apuli</i>: do not penalise spelling errors, but look for recognition of two places (town and region)  <i>abest</i>: do not penalise 'was'</p>

Question		Answer	Mark	Guidance
1	(c)	Oppianicus had never sent for the boy before (1) except for public games / festivals (1) nevertheless his mother suspected nothing (1)	3 AO2	
1	(d)*	<p><b>Assess against criteria in the 15-mark grid (above).</b></p> <p><i>Relevant points from the content of the passage</i></p> <ul style="list-style-type: none"> <li>- A shocking passage which catalogues the murder of two children by Oppianicus to please Sassa</li> <li>- Gripping situation of a mother, unsuspecting, actually sending her own son to his death</li> <li>- The child, otherwise healthy, is dead and cremated in less than a day</li> <li>- The bitter pain of the mother who cannot even bury her child, and then conducts the funeral rites again</li> <li>- No sooner are the children dead when Sassa immediately marries Oppianicus, gloating in her success</li> <li>- The natural thing is for parents to get money for their children: Oppianicus shockingly gets rid of his children in order to get money</li> </ul>	15 AO3	<p><i>Stylistic features of the language in the passage</i></p> <ul style="list-style-type: none"> <li>- <i>eo ipso die puer, cum hora undecima in publico valens visus esset, ante noctem mortuus, et postridie, antequam luceret, combustus est.</i> detailed times to show the shocking haste of Oppianicus</li> <li>- <i>tantum maerorem matri prius hominum rumor.</i> mournful alliteration/ assonance of -or</li> <li>- <i>non solum filium sed etiam exsequiarum munus ereptum:</i> pathos + ellipsis of esse</li> <li>- <i>Larinum confestim exanimata venit.</i> powerful word choice in <i>exanimata</i> (half-dead) to show the mother's pain</li> <li>- <i>funus ... filio fecit.</i> alliteration of F draws attention</li> <li>- <i>nubit Oppianico continuo Sassa:</i> 'immediately' comparable to the previous <i>confestim</i>: both women act speedily – the one out of grief, the other from a shocking desire</li> <li>- <i>nec mirum:</i> dramatic exclamation from Cicero</li> <li>- <i>filiorum funeribus delenitam:</i> acerbic use of alliteration to focus on the children's deaths</li> <li>- <i>laetanti iam animo et spe optima confirmato:</i> chiasmic order to stress Sassa's joy and strengthened hopes</li> </ul>

Question		Answer	Mark	Guidance
				- <i>ceteri propter liberos pecuniae ... ille propter pecuniam liberos</i> : balanced structure to contrast Oppianicus with other people

Question		Answer	Mark	Guidance
2	(a)	<p><b>Assess against criteria in the 5-mark grid (above)</b></p> <p>ceterum Tiberius per omnes valetudinis eius dies, nullo metu an ut firmitudinem animi ostentaret, etiam defuncto necdum sepulto, curiam ingressus est; consulesque sede vulgari per speciem maestitiae sedentes honoris locique admonuit et effusum in lacrimas senatum victo gemitu, simul oratione continua erexit.</p>	5 AO2	<p><i>Specimen translation</i></p> <p>As for Tiberius, he entered the senate-house through all the days of his illness, either because he had no fear, or to show his strength of spirit, even in the period after he died but had not yet been buried. He reminded the consuls, sitting on the ordinary seats under the pretext of sorrow, of their high office and position, and when the senate burst into tears, having suppressed his own grief, at the same time he raised them up with an unbroken speech.</p> <p>Repeated/consequential errors should not be penalised.</p> <p><i>ceterum</i>: accept 'meanwhile', 'but', 'yet' <i>honoris locique</i>: accept 'position/place of honour'</p>
2	(b)	<p><b>most people</b> can hardly bear the condolences of their relatives (1)</p> <p>or even to see the light of day/ go out of doors (1)</p> <p><b>whereas he</b> had been willing to appear before the senate (1)</p> <p>because he drew (stronger) consolation from the state (1)</p>	4 AO2	

Question	Answer	Mark	Guidance
2	<p data-bbox="219 248 275 284">(c)*</p> <p data-bbox="383 248 1099 284"><b>Assess against criteria in the 15-mark grid (above).</b></p> <p data-bbox="383 316 1010 351"><i>Relevant points from the content of the passage</i></p> <ul style="list-style-type: none"> <li data-bbox="383 371 1167 523">- Tiberius seeks sympathy for his agonising situation: Livia (Augusta) is old; he himself is getting on in years; his only comfort is in his two grandsons, Nero and Drusus – but they are very young</li> <li data-bbox="383 584 1182 619">- Touching scene of the two boys being called into the senate</li> <li data-bbox="383 639 1178 707">- The consuls encourage the two boys (likely to be timid) and bring them in</li> <li data-bbox="383 847 1137 914">- Drusus' kindness in bringing these boys up as part of his own family – all spoilt by his own death</li> <li data-bbox="383 1023 1070 1090">- Tiberius takes the boys and commends them to the senate's protection after losing a father and an uncle</li> <li data-bbox="383 1150 1137 1185">- The boys are commended to the senators as to a parent</li> </ul>	<p data-bbox="1227 248 1283 284"><b>15</b></p> <p data-bbox="1227 288 1283 323"><b>AO3</b></p>	<p data-bbox="1321 316 1951 351"><i>Stylistic features of the language in the passage</i></p> <ul style="list-style-type: none"> <li data-bbox="1321 371 2119 483">- <i>miseratusque Augustae extremam senectam, rudem adhuc nepotum et vergentem aetatem suam</i>: tricolon of things Tiberius pities to underline his feelings of misery</li> <li data-bbox="1321 504 2112 576">- <i>unica praesentium malorum levamenta</i>: chiasitic word order to stress his only source of consolation</li> <li data-bbox="1321 616 2119 759">- <i>egressi consules firmatos adloquio adolescentulos deductosque ante Caesarem statuunt</i>: diminutive of 'the boys' and historic present (<i>statuunt</i>) heightens the emotion in this scene</li> <li data-bbox="1321 783 2119 855">- The use of direct speech for Tiberius makes the scene even more lively and emotional</li> <li data-bbox="1321 879 2112 1023">- <i>ne secus quam suum sanguinem foveret, attolleret, sibique et posteris confirmaret</i>: tricolon of requests Tiberius made of Drusus, with the strong use of the word <i>suum sanguinem</i>: powerful emotions, especially given Drusus' death (<i>erepto</i>)</li> <li data-bbox="1321 1046 2112 1158">- <i>suscipite, regite, vestram meamque vicem explete</i>: a tricolon of imperatives from Tiberius highlights his emotional plea</li> <li data-bbox="1321 1182 2112 1326">- <i>hi vobis, Nero et Druse, parentum loco</i>: an emotional direct address to the boys, and the ellipsis of a main verb, makes this a dramatic conclusion, the juxtaposition of <i>hi / vobis</i> underlining the close relationship Tiberius hopes for</li> </ul>

	Question	Answer	Mark	Guidance
2	(d)	the speech was greeted with sympathy / good wishes/ pride (1) but he didn't know when to stop (1) he added (his usual empty) comments which had been so often mocked before/ about restoring the republic/ handing over power to the consuls etc. (1) in doing so he spoiled what was genuine in the speech (1)	<b>3</b> <b>AO2</b>	Accept any <b>three</b> of these or other valid points.

Question		Answer	Mark	Guidance
3	(a)	the reason for the death of Oppianicus/ whether the slaves knew anything about his death	1 AO2	
3	(b)	Sassia	1 AO2	
3	(c)	(i)	2 AO2	
		(ii)	2 AO2	
		(iii)	2 AO2	
3	(d)	<p><b>Assess against criteria in the 5-mark grid (above)</b></p> <p>redditur Oppianico Nicostratus: Larinum ipsa proficiscitur cum suis, maerens, quod iam certe incolumem filium fore putabat, ad quem non modo verum crimen sed ne ficta quidem suspicio perveniret: et cui non modo aperta inimicorum oppugnatio sed ne occultae quidem matris insidiae nocere potuissent.</p>	5 AO2	<p><i>Specimen translation</i></p> <p>Nicostratus was restored to Oppianicus; Sassia herself set out for Larinum with her friends, grieving, because she thought that her son would now certainly be safe, whom not only did no true charge reach but not even a false accusation: and whom not just the open attack of his enemies but not even the hidden plot of his mother had been able to harm.</p> <p>Repeated/consequential errors should not be penalised. <i>crimen</i>: accept 'crime'</p>

Question	Answer	Mark	Guidance
3	<p data-bbox="219 240 275 276">(e)*</p> <p data-bbox="383 240 1099 276"><b>Assess against criteria in the 15-mark grid (above).</b></p> <p data-bbox="383 312 1010 347"><i>Relevant points from the content of the passage</i></p> <ul data-bbox="383 384 1167 1278" style="list-style-type: none"> <li>- Titus Accius is effectively put on this spot with a series of questions which expose the groundlessness of his evidence</li>   <li>- direct involvement of the jurors: does Accius really think the jurors will approve of his collaboration with a mother trying to destroy her own flesh and blood?</li>   <li>- Oppianicus the Younger is also impressively challenged for giving up the slave Nicostratus to torture</li>   <li>- graphic revelation about the horrific treatment of the slave Strato who, after also being tortured in the investigation, had his tongue cut out and was crucified on Sassia's orders</li> </ul>	<p data-bbox="1229 240 1285 312"><b>15</b> <b>AO3</b></p>	<p data-bbox="1321 320 1951 355"><i>Stylistic features of the language in the passage</i></p> <ul data-bbox="1321 392 2119 1334" style="list-style-type: none"> <li>- <i>quid ais, Tite Acci?</i> an arresting/challenging start</li> <li>- <i>tu periculum capitis, tu indicium sceleris, tu fortunas alterius litteris conscriptas in iudicium afferes</i>: tricolon + anaphora of <i>tu</i> emphatically challenges Titus</li> <li>- <i>neque earum auctorem litterarum, neque obsignatorem, neque testem ullum nominabis</i>: tricolon of people who cannot confirm the evidence makes Accius' claims baseless</li> <li>- <i>et, quam tu pestem innocentissimo filio ex matris sinu deprompseris, hanc hi tales viri comprobabunt?</i>: superlative to show son's innocence + emotive description of the mother's womb to suggest the horror of Sassia plotting against Cluentius with Accius' assistance</li> <li>- <i>incolumem denique servare quaestioni, servare his iudicibus, servare huic tempori debuisti</i>: relentless barrage of questions with tricolon + anaphora of <i>servare</i>: Oppianicus should have preserved the slave, not permit him to be tortured and killed</li> <li>- <i>nam Stratonem quidem, iudices, in crucem esse actum exsecta scitote lingua</i>: apostrophe of judges and imperative directly involves them; grizzly detail of Strato's demise</li> <li>- <i>nemo est Larinatium qui nesciat</i>: litotes – everyone knows about this!</li> </ul>



Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>- vilification (almost a caricature) of Sassia who fears neither her conscience nor fellow citizens nor anyone</li>   <li>- Sassia feared the slave would inform that she had concocted the evidence.</li> </ul>		<ul style="list-style-type: none"> <li>- <i>timuit mulier amens non suam conscientiam, non odium municipum, non famam omnium</i>: rising tricolon shows Sassia's contempt for all</li>   <li>- <i>sic metuit, ne condemnaretur extrema servuli voce morientis</i>: diminutive <i>servuli</i> makes Sassia pathetic to fear a mere slave + interlocking word-order in <i>extrema servuli voce morientis</i> highlights the death of the unfortunate slave</li> </ul>

Question		Answer	Mark	Guidance
4	(a)	<p><b>Assess against criteria in the 5-mark grid (above)</b></p> <p>profectio arto comitatu fuit: unus senator consulatu functus, Cocceius Nerva, cui legum peritia; eques Romanus praeter Seianum ex inlustribus Curtius Atticus; ceteri liberalibus studiis praediti, ferme Graeci, quorum sermonibus levaretur. ferebant periti caelestium iis motibus siderum excessisse Roma Tiberium ut reditus illi negaretur.</p>	<p><b>5</b> <b>AO2</b></p>	<p><i>Specimen translation</i></p> <p>He departed accompanied by a small entourage: one senator, who was an ex-consul, Cocceius Nerva, was skilled in the laws; one Roman knight, besides Sejanus, of the highest order, Curtius Atticus; the rest were endowed with liberal culture, mostly Greeks, by whose conversation he might be comforted. Those skilled in astrology said that Tiberius had left Rome attended by those motions of the stars which were such as to deny him a return.</p> <p>Repeated/consequential errors should not be penalised.</p> <p><i>illustribus</i>: accept 'noble (families)'  <i>levaretur</i>: accept 'amused/entertained' - 'was comforted' = slight error  <i>caelestium</i>: accept 'heavenly bodies' 'stars' etc.  <i>periti caelestium</i>: accept 'astrologers'</p>
4	(b)	<p>many predicted that Tiberius would die soon (1)</p> <p>these ended up suffering their downfall (1)</p> <p>as they never envisaged the unexpected scenario (1)</p> <p>that Tiberius would be willingly absent for 11 years (1)</p>	<p><b>3</b> <b>AO2</b></p>	<p>Accept any <b>three</b> of these points.</p>

Question		Answer	Mark	Guidance
4	(c)	<p>there is only a narrow line between science and falsehood/ the astrologers' 'science' was very nearly false (1)</p> <p>the truth/ the future is shrouded in mystery/ no-one can accurately predict the future (1)</p> <p>the astrologers were partly correct/ had good reason for saying that Tiberius would not return (1)</p> <p>but the rest of their prophecies were not based on any real knowledge (1)</p> <p>the fact that Tiberius kept coming close to Rome shows that the astrologers were nearly wrong (1)</p> <p>and, rather than dying soon after leaving Rome, Tiberius lived to a great age (1) – so certainly misleading about that</p>	<p><b>5</b> <b>AO2</b></p>	Accept any <b>five</b> of these or other convincing points.
4	(d)*	<p><b>Assess against criteria in the 15-mark grid (above).</b></p> <p><i>Relevant points from the content of the passage</i></p> <ul style="list-style-type: none"> <li>- Sejanus continues his intrigues and acts like a judge against the children of Germanicus</li> <li>- He bribes people to act like prosecutors, especially against Nero</li> <li>- Nero is portrayed as behaving with 'youthful modesty' but naive/ insensitive to the needs of his situation</li> </ul>	<p><b>15</b> <b>AO3</b></p>	<p><i>Stylistic features of the language in the passage</i></p> <ul style="list-style-type: none"> <li>- <i>adsimulabatque</i>: promotion of verb to show the scheming of Sejanus</li> <li>- <i>maximeque insectarentur Neronem</i>: powerful verb to underline the pursuit of Nero</li> <li>- <i>proximum successioni</i>: suggestive phrase added to show the power struggle: they are after the next in line to power</li> <li>- <i>quamquam modesta iuventa, plerumque tamen quid in praesentiarum conduceret oblitum</i>: variation from noun to participle reflects Nero's shifting attitudes</li> </ul>

Question	Answer	Mark	Guidance
	<p>- Manoeuvring of freedmen and clients greedy for power, who seek to provoke Nero into saying something inflammatory</p> <p>- Nero is aware of reports about him, but is completely innocent of any wicked thought: he just keeps being reported making inflammatory comments!</p> <p>- Spies are deliberately set to report Nero's comments, which are then publicised and exaggerated</p> <p>- Mind-games/ intimidation played on Nero (e.g. blanking him or breaking off conversations), often accompanied by outright mockery</p>		<p>- <i>apiscendae potentiae properis</i>: alliteration of p to highlight their eagerness for power</p> <p>- <i>exstimulatur ut erectum et fidentem animi ostenderet</i>: historic present makes the scene vivid</p> <p>- <i>velle id populum Romanum, cupere exercitus, neque ausurum contra Seianum</i>: tricolon of comments in lively reported speech</p> <p>- <i>qui nunc patientiam senis et segnitiam iuvenis iuxta insultet</i>: choice of expression + balance of <i>patientiam senis</i> et <i>segnitiam iuvenis</i> reflects Sejanus' thinking, showing equal contempt for Tiberius and Nero</p> <p>- <i>nihil quidem pravae cogitationis, sed interdum voces procedebant ... inconsultae</i>: variation from descriptive genitive to verb-clause – highlights the contrast between Nero's intentions and his reported words</p> <p>- <i>cum deferrent neque Neroni defendere daretur</i>: d-alliteration links the reports with the lack of any opportunity for Nero to defend himself</p> <p>- <i>nam alius occursum eius vitare, quidam salutatione reddita statim averti, plerique inceptum sermonem abrumpere</i>: tricolon of historic infinitives + variation of agents suggests the multiple forms of intimidation Nero endured</p> <p>- <i>insistentibus contra inidentibusque</i>: repeated <i>in-</i> and <i>-ibus</i> sounds reinforce the harassment against Nero</p>

Question		Answer	Mark	Guidance
5	(a)	Ardea was a particularly wealthy town to restore his finances / to enrich himself (1) because he was impoverished by his building works (1) to assuage the people with some booty (1)	3 AO2	
5	(b)	they resented Tarquin's arrogant rule (1) and being forced to do manual labour (1) and to do work appropriate for slaves (1)	2 AO2	Accept any <b>two</b> of these points.
5	(c)	<b>Assess against criteria in the 5-mark grid (above)</b> temptata res est, si primo impetu capi Ardea posset. ubi id parum processit, obsidione munitionibusque coepti premi hostes. in his stativis, ut fit longo magis quam acri bello, satis liberi commeatus erant, primoribus tamen magis quam militibus.	5 AO2	<i>Specimen translation</i> An attempt was made to see if Ardea could be taken by the first assault. When this had little success, the enemy began to be put under pressure with a siege and fortifications. In these permanent / stationary camps – as happens in a lengthy war more than a fierce one – there were fairly unrestricted periods of leave, though more for the leaders than for the ordinary soldiers.  Repeated/consequential errors should not be penalised. <i>obsidione munitionibusque</i> : accept 'siege works' <i>stativis</i> : accept 'permanent operations' <i>liberi</i> : accept 'generous'

Question	Answer	Mark	Guidance
5	<p><b>(d)</b></p> <p><b>Assess against criteria in the 15-mark grid (above).</b></p> <p><i>Relevant points from the content of the passage</i></p> <ul style="list-style-type: none"> <li>- The passage begins with a lively drinking scene as the soldiers boast about the qualities of their wives</li>   <li>- Urged on by the drink, the dispute becomes heated</li>   <li>- Collatinus demands an end to the talking and for concrete action to prove his Lucretia is better than all</li>   <li>- They get heated with wine and start shouting that they should go now to test their wives!</li>             <li>- Contrast between the other daughters-in-law of the king, who have been wasting their time in entertainments, and Lucretia, who has been working hard at her wool</li>   <li>- Lucretia wins the contest for her display of virtue</li> </ul>	<p><b>15</b></p> <p><b>AO3</b></p>	<p><i>Stylistic features of the language in the passage</i></p> <ul style="list-style-type: none"> <li>- <i>suam quisque laudare miris modis</i>: historic infinitive + alliteration of M – emphasises the lively bragging of the soldiers</li>   <li>- <i>certamine accenso</i>: the dispute is ‘warmed up/getting fiery/heated’, graphic verb to highlight the rivalry</li>   <li>- <i>quantum ceteris praestet Lucretia sua</i>: promotion of the verb/ position of <i>sua</i> places weight on Collatinus’ boast about ‘his Lucretia’</li>   <li>- <i>‘quin, si vigor iuventae inest, conscendimus equos etc...’</i>: lively direct speech re-creates the scene</li>   <li>- use of <i>quin</i> creates heightened emotion</li>   <li>- <i>incaluerant vino; ‘age sane!’ omnes</i>: the heating metaphor continues; short phrasing, and ellipsis of speech verb, suggest pace and excitement</li>   <li>- <i>negat ... avolant ... pergunt ... inveniunt</i>: multiple uses of the historic present to ensure the action is vivid</li>   <li>- <i>equis avolant</i>: metaphorical use of ‘flying’ on their horses conveys the pace of their travel</li>   <li>- <i>Lucretiam ... deditam</i>: the hyperbaton builds up a sense of anticipation as we wait to see what Lucretia has been doing</li>   <li>- <i>tempus terentes</i>: alliteration draws attention to the fact that the others have been wasting their time</li> </ul>

Question		Answer	Mark	Guidance
5	(e)	he is treated warmly by Collatinus/ as an honoured guest he is consumed by a desire to debauch Lucretia by force/ rape her her beauty and chastity arouse him/ are an incentive to him	3 AO2	

**Guidance on applying the marking-grid for 20-mark Extended Response**

**Two** Assessment Objectives are being assessed in Questions 6, 7, and 8:

**AO2** (Demonstrate knowledge and understanding of literature);

**AO3** (Critically analyse, evaluate and respond to literature).

Responses are credited for **AO2** for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text, as well as its social, historic and cultural context.

Responses are credited for **AO3** for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

The two Assessment Objectives are **equally weighted**. Examiners must use a **best-fit** approach to the marking grid. Where there are both strengths and weaknesses in a particular response – especially imbalanced success in meeting the assessment objectives – examiners must carefully consider which level is the best fit for the performance overall. For example, an AO2-heavy response may focus on appropriate details from the material studied but not draw many valid conclusions. This will limit the level at which the work can be assessed.

<b>20-mark grid for the extended response question</b>		<b>AO2 = 10 marks = Demonstrate knowledge and understanding of literature</b> <b>AO3 = 10 marks = Critically analyse, evaluate and respond to literature</b>
<b>Level</b>	<b>Marks</b>	<b>Characteristics of performance</b>
5	17–20	<ul style="list-style-type: none"> <li>• very detailed knowledge and a thorough understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</li> <li>• an excellent response to the question containing a wide range of relevant points, which are very well-supported by examples selected with precision from the material studied, leading to cogent conclusions (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• detailed knowledge and a sound understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</li> <li>• a good response to the question containing a range of relevant points, which are well-supported by examples from the material studied, leading to appropriate conclusions (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed and clear line of reasoning</i></p>



3	9–12	<ul style="list-style-type: none"> <li>• some knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</li> <li>• a reasonable response to the question containing some relevant points, which are generally supported by examples from the material studied, leading to tenable conclusions (AO3)</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	5–8	<ul style="list-style-type: none"> <li>• a limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</li> <li>• a limited response to the question containing some points, which may be narrow in scope, which are occasionally supported by examples from the material studied or are unsupported assertions, leading to a limited conclusion (AO3)</li> </ul> <p><i>The response presents a line of reasoning but may lack structure</i></p>
1	1–4	<ul style="list-style-type: none"> <li>• very limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2)</li> <li>• little or no engagement with the question and any points made are of little or no relevance (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way</i></p>

0 = No response or no response worthy of credit.

Question	Answer	Mark	Guidance
6*	<p><b>Assess against criteria in the 20-mark grid (above).</b></p> <p><b>How fair is it to criticise Cicero, in <i>Pro Cluentio, Murder at Larinum</i>, for spending more time attacking Sassia than defending Cluentius?</b></p> <p><i>Arguments used against Sassia</i></p> <p>12 – mentions the seduction and shameful marriage Sassia arranged between her and Melinus, her own son-in-law</p> <p>18 – Sassia is the only reason Cluentius is charged, as she brings witnesses and money to fund the case</p> <p>29 – Cicero insinuates that Sassia, whilst married to Oppianicus, was rather familiar with Statius Albius</p> <p>30 – she procures slaves to use in her investigation to try to frame Cluentius</p> <p>31 – the investigation is a sham – Sassia is represented as uninterested in the truth + so sadistic that the very instruments of torture are tired of the pain they inflict.</p> <p>32 – one of them, Strato, turns out to be a robber and a murder, and Sassia had previously set him up in an apothecary: such are the delinquents Sassia is associated with. In 35, Cicero tells the jurors that Sassia later had him crucified and his tongue cut out</p> <p>32 – Sassia shamelessly has Oppianicus junior marry her own daughter so as to manipulate him and assist her in accusing Cluentius</p> <p>36 – “nothing was devised by Oppianicus without the counsel of that woman”.</p> <p>37 – when the trial begins, Sassia flies with haste to Rome so as to manipulate events in person.</p>	<p><b>20</b></p> <p><b>AO2=5</b></p> <p><b>+</b></p> <p><b>AO3=5</b></p>	<p>An AO2 heavy response may focus on details from the material studied but not draw many valid conclusions. This will limit the level at which the work can be rewarded, as detailed in the ‘Guidance on applying the marking grids’ (above).</p> <p>In the time available, it is not expected that candidates will cover every aspect of the <i>Pro Cluentio, Murder at Larinum</i> text – certainly not in equal depth. Examiners should look for a good range of aspects - including reference to specific examples.</p> <p><b>It is expected that candidates will show conclusively that Cicero’s main emphasis and the bulk of the text is a character assassination of Sassia. It may be argued that Cicero is using attack as the best form of defence here. However, better candidates will provide some counter-evidence, given that Cicero does try to deal with the flimsiness of the accusation that Cluentius poisoned Oppianicus senior.</b></p> <p>Most evidence should be gathered from the Group 2 Latin text and the required English reading. Some evidence from the Group 1 text etc. is allowed under the category of social, cultural, and historic context. Responses which refer only to sections Group 1 text or make no reference to the sections prescribed for reading in English should be assessed at a lower level.</p>

Question	Answer	Mark	Guidance
	<p>37 – her journey is a spectacle: the people of Aquinum and Venafrum think their towns need purified once she leaves</p> <p>37 – “we are acquainted with her nocturnal sacrifices, which she thinks are secret, and her wicked prayers, and her abominable vows”: Sassia is a hellish enemy of the gods</p> <p>182 – Sassia institutes a new investigation into the death of her husband (after the first one 3 years previously found no wrongdoing)</p> <p>184 – even Sassia’s investigation of the robbery Strato committed said more about an alleged poisoning than about the robbery</p> <p><i>Other arguments used in defence of Cluentius</i></p> <p>27 – Cicero ridicules the idea that Cluentius would want to kill Oppianicus out of fear: Oppianicus ended up a reject from the town, so nothing to fear</p> <p>27 – Cluentius did not so envy Oppianicus as to want to poison him: Oppianicus’s life was already so wretched it would be better to let him live longer</p> <p>28 – Cicero ridicules the idea that Marcus Asellius administered the poison: he was an enemy of Cluentius and a friend of Oppianicus. And would it not make more sense to use liquid than bread for the poison?</p> <p>29 – there is a natural explanation for Oppianicus’s death: he fell off his horse and died (already having weak health)</p> <p>47 – Oppianicus tried to kill Cluentius who is the victim in all this (tampering with the slave of the physician Cleophantus)</p> <p>54 – in the trial of Scamander for attempted poisoning of Cluentius, it was actually Oppianicus whom everyone thought was on trial</p>		

Question	Answer	Mark	Guidance
7*	<p><b>Assess against criteria in the 20-mark grid (above).</b></p> <p><b>'Selfish ambition controlled everyone – no one cared for the good of the state.'</b></p> <p><b>To what extent do you agree with this judgement on Tacitus's <i>Annals IV</i>?</b></p> <p><i>Selfish ambition</i></p> <p>8/10 – Sejanus has Drusus poisoned by a eunuch</p> <p>9 – Despite an emotional speech to the senate, entrusting Nero and Drusus to their care, Tacitus refers to Tiberius' insincere statements about restoring the republic etc.</p> <p>12 – Sejanus, for his own aims, complains to Livia about Agrippina</p> <p>52 – Claudia Pulchra is prosecuted – all to bring about the downfall of Agrippina. Agrippina immediately responds and complains to Tiberius</p> <p>53 – Agrippina asks Tiberius to let her marry: but he reads through the selfish political aims of her request</p> <p>54 – Sejanus pushes his own agenda by insinuating in Agrippina's ears that Tiberius may seek to harm her – she refuses to eat food at Tiberius's table</p> <p>57 – reference to Tiberius's retirement to Campania and to Rhodes: selfish interests and solitude put before the state</p> <p>59 – Sejanus (selflessly?) protects Tiberius during the collapse in the cave – but it only leads to more influence for S. and thus more danger for T.</p>	<p><b>20</b></p> <p><b>AO2=5</b></p> <p><b>+</b></p> <p><b>AO3=5</b></p>	<p>An AO2 heavy response may focus on details from the material studied but not draw many valid conclusions. This will limit the level at which the work can be rewarded, as detailed in the 'Guidance on applying the marking grids' (above).</p> <p>In the time available, it is not expected that candidates will cover every aspect of the <i>Annals IV</i> text – certainly not in equal depth. Examiners should look for a good range of aspects - including reference to specific examples.</p> <p><b>It is expected that candidates will show conclusively that Tacitus's main emphasis is on showing the individual and selfish ambitions which motivated the key characters. Better candidates will attempt to mitigate this statement with some evidence of exceptions.</b></p> <p>Most evidence should be gathered from the Group 2 Latin text and the required English reading. Some evidence from the Group 1 text etc. is allowed under the category of social, cultural, and historic context. Responses which refer <b>only</b> to sections Group 1 text or make <b>no</b> reference to the sections prescribed for reading in English should be assessed at a lower level.</p>

Question	Answer	Mark	Guidance
	<p>60 – Drusus is selfishly drawn into a scheme to gain power if his brother Nero is removed</p> <p>67 – Tiberius withdraws to solitude in Capri; his machinations against Nero and Agrippina continue</p> <p>68-70 – Titius Sabinus is framed and convicted by the evidence of some men who themselves had an eye on the consulship. They hid in the roof to overhear his incriminating statements</p> <p>74 – Tiberius seeks only to bury the bad news about the Frisian defeat; the senate is not concerned about defeats on the empire's borders</p> <p><i>Care for the state</i></p> <p>18 – Caius Silius commanded an army for seven years and won a triumph for success in Germania</p> <p>20 – Marcus Lepidus argues honourably for a proper and legal distribution of confiscated wealth; Cotta proposes convicting innocent governors for the offences of their wives</p> <p>60 – Despite the interference of Sejanus's agents, Nero seems unaffected by any guilty ambitions</p> <p>70 – Titius Sabinus an honourable exception: his head covered, he bewails the victims killed for Sejanus's ambition</p>		

Question	Answer	Mark	Guidance
8*	<p><b>Assess against criteria in the 20-mark grid (above).</b></p> <p><b>'Freedom and honour were crushed by tyrannical might'. How far is this true of the events described by Livy in <i>History of Rome I</i>?</b></p> <p><i>Freedom repressed</i></p> <p>46 – Tullia leaves her husband to marry Tarquin and put him up to a revolt</p> <p>47 – Tarquin seats himself outside the Curia on a throne and deposes Servius</p> <p>48 – Tarquin flings Servius down the steps of the Curia; Servius later killed</p> <p>49 – Tarquin rules with no right, only his own might: he only takes advice from his own household only</p> <p>50 – Tarquin seeks to manipulate the Latins into his control</p> <p>53 – the city of Gabii is captured using fraud and deceit when Sextus is sent there</p> <p>54 – Tarquin cuts off the heads of the poppies in a coded message to Sextus to kill the leaders of Gabii</p>	<p><b>20</b></p> <p><b>AO2=5</b></p> <p><b>+</b></p> <p><b>AO3=5</b></p>	<p>An AO2 heavy response may focus on details from the material studied but not draw many valid conclusions. This will limit the level at which the work can be rewarded, as detailed in the 'Guidance on applying the marking grids' (above).</p> <p>In the time available, it is not expected that candidates will cover every aspect of the <i>History of Rome I</i> text – certainly not in equal depth. Examiners should look for a good range of aspects - including reference to specific examples.</p> <p><b>It is expected that candidates will show conclusively that Livy is mainly concerned to show the loss of freedom, whether on a political or personal level, by individuals who used their might to overwhelm right. Better candidates may detect some redeeming elements, especially the actions of Brutus, and temper the statement accordingly.</b></p> <p>Most evidence should be gathered from the Group 2 Latin text and the required English reading. Some evidence from the Group 1 text etc. is allowed under the category of social, cultural, and historic context. Responses which refer <b>only</b> to sections Group 1 text or make <b>no</b> reference to the sections prescribed for reading in English should be assessed at a lower level.</p>

Question	Answer	Mark	Guidance
	<p><i>Honour crushed</i></p> <p>46 – Tullia gets rid of her first husband to gain power for Tarquin</p> <p>48 – Tullia drives over the corpse of her father in a chariot</p> <p>51 – Tarquin deceptively plants swords in Turnus’s house to frame him and win over the Latins</p> <p>58 – shocking actions of Sextus Tarquin who dishonours Lucretia</p> <p><i>Other more positive elements</i></p> <p>46 – Servius a good ruler who seeks the favour of the people</p> <p>48 – Livy states even a good successor would find it hard to emulate Servius</p> <p>50 – Turnus offers resistance and scepticism to Tarquin’s advances</p> <p>53 – Livy admits Tarquin’s military skill in service of his country</p> <p>56 – Brutus kisses the ground (his ‘mother’) to fulfil the prophecy and hold power in Rome</p> <p>57 – Lucretia is the model of Roman virtues</p> <p>59 – Brutus swears on Lucretia’s blood to banish Tarquin: many Romans answer his call and take up arms</p> <p>60 – Tarquin banished, Brutus and Collatinus appointed consuls</p>		

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