



Oxford Cambridge and RSA

GCE

Latin

H043/01: Language

AS 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 in RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris 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 scoris 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 scoris 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 spaceAward Zero '0':
 - if there is 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 scoris **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 scoris 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:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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
	correct - comprehension questions and style of translation
	incorrect
	omission
	Incorrect (comprehension); major error (translation)
	Slight error
	Consequential error
	Repeated error
	Blank page

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.

The 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.

Question		Answer	Mark	Guidance
1	(i)	<p><i>Rhodii, indignantes mulierem omnes civitates Cariae regere, exercitum emiserunt ut regnum illius occuparent.</i></p> <p>The Rhodians, resenting a woman ruling all the states of Caria, sent out an army to occupy her kingdom.</p>	5	<p>indignantes: 'having resented' = slight error</p> <p>civitates: accept 'cities', 'tribes'; 'citizenships' = slight error; 'citizens' = major error</p> <p>emiserunt: 'sent' (no 'out') = slight error</p> <p>regnum: accept 'empire'; 'reign' = slight error</p> <p>illius: 'that kingdom' = major error</p>
	(ii)	<p><i>ubi id Artemisiae nuntiatum est, imperavit ut classis, nautis et militibus instructa, in portu interiori celaretur,</i></p> <p>When this was announced to Artemisia, she ordered the fleet, equipped with sailors and soldiers, to be hidden in the inner harbour/ port ...</p>	5	<p>ubi.....nuntiatum est: accept 'When A. was told about this/it' 'When A. heard about it' = slight error</p> <p>instructa: accept 'prepared', 'made up' 'supplied'</p> <p>celaretur: 'to hide' = slight error</p>
	(iii)	<p><i>reliqui cives in moenibus starent. simulac Rhodii copias in portum maiorem exposuerunt ...</i></p> <p>and the rest of the citizens to stand in the battlements/on the walls. As soon as the Rhodians disembarked/ unloaded their troops in the larger harbour ...</p>	5	<p>in moenibus: 'in the walls' = slight error; 'wall' (singular) = slight</p> <p>starent: 'stay', 'remain' = slight error</p> <p>simulac: 'at the same time' = slight error</p> <p>maiorem: 'large' (no comparative) = slight error</p> <p>exposuerunt: 'exposed' = slight error</p>

	<p>(iv) <i>regina cives iussit magnum <u>plausum</u> a muris dare pollicerique se oppidum his libenter tradituros esse.</i></p> <p>the queen ordered the citizens to give great/loud applause from the walls and to promise that they would gladly/ willingly hand over the town to them.</p>	5	<p>his: if omitted or inaccurate = major error</p> <p>libenter: 'freely '= slight error</p> <p>se oppidum tradituros esse: 'the town would be handed over '= slight error (no agent)</p>
	<p>(v) <i>qui cum, relictis navibus, intra muros processissent, Artemisia repente <u>classem</u> suam ...</i></p> <p>When they, leaving (behind) their ships, proceeded inside the walls, Artemisia suddenly brought/ led out her fleet ...</p>	5	<p>qui: 'who'(rather than 'they') = slight error</p> <p>cum: accept 'since'</p> <p>intra: 'in', 'among '= slight error</p> <p>classem: 'fleets' (plural) = slight error</p>
	<p>(vi) <i>per <u>fossam</u> ex portu minore in maiorem eduxit. deinde naves Rhodiorum <u>inanes</u> in mare solvit.</i></p> <p>through a canal from the smaller harbour into the larger one. Then she released the Rhodians' empty ships into the sea.</p>	5	<p>minore: 'small '(no comparative) = slight error</p> <p>maiorem: 'large '(no comparative) = slight (do not penalise if already penalised in line 5</p> <p>eduxit: accept 'led'; do not penalise lack of 'out 'again</p> <p>solvit: accept 'loosed' 'set free' 'untied'</p> <p>in mare: 'in the sea 'slight error</p>
	<p>(vii) <i>ita Rhodii, non habentes quo se reciperent, in medio foro retenti saeve interfecti sunt.</i></p> <p>Thus the Rhodians, having nowhere to retreat to, were trapped in the middle of the forum and savagely killed.</p>	5	<p>ita: if incorrect or omitted = slight error</p> <p>retenti: 'having remained', 'remaining '= slight error</p>

	<p>(viii) <i>postea Artemisia in navibus Rhodiorum cum militibus suis Rhodum profecta est. Rhodii autem, cum conspexissent naves laureatas appropinquare ...</i></p> <p>Later/ afterwards Artemisia set off to Rhodes with her soldiers in the Rhodians' ships. The Rhodians, however, when they saw ships approaching covered in laurel leaves ...</p>	5	<p>postea: accept 'after' if clearly an adverb; if preposition or conjunction = major error</p> <p>autem: if incorrect or omitted = slight error</p> <p>profecta est: accept 'went'</p>
	<p>(ix) <i>putantes suos victores redire, hostes in insulam receperunt. tum Artemisia Rhodo capta principibusque occisis, ...</i></p> <p>thinking their own men were returning victorious, welcomed the enemy to the island. Then Artemisia, having captured Rhodes and killed the leaders/ chiefs, ...</p>	5	<p>putantes...redire: accept possible versions such as 'thinking their victors were returning'</p> <p>principibus: 'chief' (singular) = slight error</p>
	<p>(x) <i>tropaeum victoriae in litore aedificare constituit. duas statuas aeneas faciendas curavit ...</i></p> <p>decided to build a trophy of the victory on the shore. She had two bronze statues made ...</p>	5	<p>litore: accept 'beach', 'coast'</p> <p>faciendas curavit: accept any reasonable attempt at this; 'cared for making' = slight error; if faciendas omitted as in 'she cared for two statues = major error</p>
	<p>(xi) <i>– unam Rhodiorum, alteram sui – ita figuratas ut ipsa eis stigmata imponeret.</i></p> <p>– one of the Rhodians, the other of herself – designed in such a way that she herself was placing marks of disgrace on them.</p>	5	<p>ita: if incorrect or omitted = slight error</p> <p>ipsa: if incorrectly used or omitted = major error</p> <p>stigmata: accept singular or plural here</p>

Question	Answer	Mark	Guidance
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2	(a)		if it has to defend itself (1) ... with a speech (1)	2	There must be some reference to obligation and defending itself for the first mark accept 'speeches' 'conversation' but not 'sermon'
	(b)		white hair on its own (1) ... does not confer authority (1) a life lived virtuously (1) ... receives great honour (1)	4	Accept 'a life of virtue' or similar
	(c)	(i)	it (Sparta) was the true/real (1) ... home of old age (1)	2	There must be 'true' or 'real' with 'home' or seat' for the first mark
		(ii)	nowhere is so much trust/belief (1)... placed in age (1) (nowhere) is so much honour/respect given (1)	3	'Nowhere is age trusted so much' = 2 marks
	(d)	(i)	the Athenians did not offer him a place (1) the Spartans all stood up (1) ... and offered him their seat(s) (1)	3	The old man took their seat' or similar is not accurate enough for the third mark
		(ii)	were invited (1) ... to the games/a festival (1)	2	accept 'they were legates' or 'ambassadors 'for 1mark
		(iii)	he is decribed as 'a man of many years' (1)	1	also accept he is described as 'an old man' seni in l.10 Do not accept 'he was old because he needed a seat'
		(iv)	he was not offered a seat 'by his own citizens' (1)	1	Do not accept 'he was in the theatre at Athens' or similar

	(e)	(i)	one of the (Spartan) ambassadors (1)	1	Accept 'legates' or 'commanders'
		(ii)	the Athenians knew(1) ... what is right (1) but they were unwilling (1)...to do it (1)	4	They did nothing' = 1 mark out of the latter 2
		(iii)	they praised/ applauded (1) the Spartans' actions (1) but they themselves hadn't offered the old man a seat (1)	2	Accept any 2 of these 3 points

Guidance on assessing translation from English into Latin

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

Each sentence is worth 5 marks. Assessors award up to 5 marks per sentence 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 meaning or relation to the English

0	No response, or no response worthy of credit
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There are many ways of turning a piece of English into correct Latin. One approach for each sentence is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily renders the meaning of 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 sentence.

The 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.

- **Errors of construction** are always 'major'.
- **Insignificant variation in past tenses** (e.g. imperfect for perfect) is generally considered a 'slight' error; other tense errors are 'major'.
- **Abstruse vocabulary or paraphrasing** that conveys the required sense are 'slight' errors; any wording that distorts the sense is a 'major' error.
- **Omission of words** is generally a 'major' error, unless the word has been effectively taken care of by an idiomatic Latin rephrasing.
- **Errors in number** are usually 'major'. Where the difference is minimal, they are 'slight'; sometimes they can be ignored altogether (e.g. 'he said this' *haec dixit*). Debatable instances will be categorised at Standardisation.
- **Errors of case** are always 'major', unless the containing clause has been successfully paraphrased.
- **Change from active to passive** is allowable if the agent is expressed, or if the agent is omitted and the sense is not compromised. If the agent is omitted and the sense is compromised, it is a 'slight' error.

Question		Answer	Mark	Guidance
3	(a)	<p><i>The merchant promised me that he would return the money within three days.</i></p> <p>mercator mihi promisit/pollicitus est se pecuniam tribus diebus redditurum esse.</p>	5	<p><i>me</i> for <i>mihi</i> : slight error</p> <p>wrong construction after 'promised' = major error</p> <p><i>rediturum</i> = slight error; <i>dare</i> = slight error</p> <p><i>tribus diebus</i>: wrong case etc = slight error</p>
	(b)	<p><i>Since the slaves fought so bravely in the war, we have decided to free them.</i></p> <p>cum servi in bello tam fortiter pugnaverint, eos liberare constituimus.</p>	5	<p><i>cum pugnavissent</i> :allow this; <i>pugnarent</i> = slight error</p> <p>Accept: <i>ut pugnaverunt</i>; <i>pugnabant</i> = slight error</p>
	(c)	<p><i>You must go immediately to the walls to greet the new commander.</i></p> <p>tibi/vobis ad muros eundum est ut imperatorem novum salutes/salutetis</p>	5	<p>Accept: <i>debes/debetis ire</i>; accept <i>necesse est tibi/vobis</i></p> <p><i>ad imperatorem novum salutandum</i></p> <p>walls: accept <i>moenia</i></p> <p>commander: accept <i>ducem/ legatum</i></p>
	(d)	<p><i>That is the woman whose son I saw sitting near the river.</i></p> <p>illa est femina/mulier cuius filium proper flumen sedentem vidi/conspexi</p>	5	<p><i>haec</i> for 'that = slight error</p> <p>If <i>est</i> placed at the end of the sentence = slight error</p>

	(e)		<p><i>The teacher ordered the children not to write their names in the books.</i></p> <p>magister liberis imperavit ne sua nomina in libris scriberent.</p>	5	<p><i>imperavit ut non</i> : slight error Accept: <i>magister liberos vetuit ... scribere liberos iussit non scribere</i> : slight error omission of <i>sua</i> : slight error <i>in libro</i> : slight error</p>
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