

GCSE

Latin

J282/01: Language

General Certificate of Secondary Education

Mark Scheme for June 2025

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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 2025

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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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.

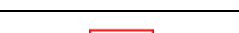
10. For answers marked by levels of response:

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
	Benefit of doubt
	Incorrect point – comprehension questions only
	Harmful addition: additional information or alternative incorrect version
	More serious error in translation
	Inconsequential error in translation
	Repeated or consequential error
	Correct point – comprehension questions only (except for isolated knowledge of vocabulary in Qu 20)
	Used at the end of a translation section which contains no errors at all
	Consequential error
	Omission mark
	Work seen and considered which does not harm the response
	Blank page (only to be used when there is no writing on the page – see p12)
	Translation question
	Translation question

NB: Please use the on-screen mark confirmation tool (found in Tools → Options).

12. Subject Specific Marking Instructions

Ignore misspelling of proper nouns in comprehension questions (including failure to reproduce correctly in the nominative case).

Question			Answer	Mark	Guidance
1			He was stupid/foolish (1) He lived in the woods (1)	2	in silvis: accept 'in the wood/forest/woodland'. Do not accept 'He was a minor woodland god' (not in the lemma).
2			He caught sight of a flute (1) (lying) on the ground (1)	2	conspexit: accept 'he noticed'/'he saw'/'he spotted'; do not accept 'he found'; do not accept ' <u>she</u> noticed' (HA). in: do not accept 'in'/'into'; accept 'onto' if following 'thrown' – considered as consequential. in terra: accept 'on the earth/land'.
3			His friends would believe (1) that he was (1) a more important god (1)	3	Accept direct speech. credent: accept 'would trust/think'. me...esse: accept 'me/him to be'. 'His friends would view (0) him as (1)' deum graviozem: accept 'a more serious god'; do not accept 'a heavier god'.
4			He could play very well (1)	1	optime: accept '(the) best'/'excellently'; insist on the superlative. Accept 'he was able to make the best music'/'he was best at making music'.
5	(a)		Invite Apollo to a competition (1)	1	invitare: accept 'challenge'/'call'. ad certamen: accept 'for a competition'.

5	(b)		(He wanted) to show everyone/all (1) that he was better (1) than that god (1)	3	omnibus ostendere volebat: do not accept 'so that everyone would see'. se meliorem illo deo esse: 'that he was the/a better god' = 1; 'who was the better god' = 1; 'which god was better' = 1 deo: accept 'than Apollo'; do not accept 'than a god'. illo: accept 'the'/'this'; accept 'him' if Apollo has been referred to in 5a.
6			Which god was the better player (1)	1	nemo dicere poterat: not required Accept 'Who was better at making music'. melius: look out for REP from Q5b. Do not accept 'Who played best'/'Who would win'.
7			Because he dared (1) to call Apollo/him to the competition (1)	2	Accept direct speech. Accept 'You dare'/'He dares'. vocare: accept 'invite'/'challenge'.
8			He suffered/endured a cruel death (1)	1	Accept the following: 'He died cruelly'. 'He died/had a cruel death'. Do not accept: 'He died'. 'He was cruelly killed'.
9			Inhabitant (1) – a person who lives in a place (1) vocal (1) – relating to the human voice (1)	4	One mark for the derivative and one for its meaning. Accept other valid derivatives. Accept incorrect but recognisable spelling.

				Incorrect derivation cannot score a mark for a correct meaning of the English word; correct derivation can score a mark even if the meaning expressed is incorrect. If a second, incorrect, meaning is given, no mark can be awarded – e.g. ‘lives’, ‘habitat’. vocare: accept ‘voice’ as a derivative. If ‘vocal’ is given as a derivative, look carefully at meanings, taking parts of speech into consideration if necessary: ‘being able to say something’ – X ‘to call someone using your voice’ – X ‘to be said loudly’ – X ‘to speak’ – X ‘to make a noise’ – X ‘a noise’ – X ‘a noise made with a voice’ ✓
--	--	--	--	---

Question			Answer	Mark	Guidance
10	(a)		Accusative (1)	1	Additional incorrect detail is HA (e.g. 'accusative plural').
10	(b)		Infinitive (1); follows <i>poterat</i> (1)	2	For the first mark: Additional incorrect detail is HA (e.g. 'perfect active infinitive'). For the second mark: Accept: ➤ 'No one was able to say'. ➤ 'No one was able to do an action'. Do not accept: ➤ 'It is the second/secondary verb'. ➤ 'It follows another verb'.
10	(c)		Indirect question	1	
10	(d)		<i>nuntiavit</i>	1	Accept <i>victo</i> . Give BOD to <i>ausus est</i> (line 4).
10	(e)		<i>me</i>	1	
10	(f)		Accusative (1); follows the preposition <i>ad</i> (1)	2	For the second mark: Accept: ➤ 'It follows a preposition'. ➤ 'to a competition'. Do not accept: ➤ Another use of the accusative (e.g. accusative of time)
10	(g)		Future	1	Additional incorrect detail is HA (e.g. 'future passive').

10	(h)		<i>mortem</i> or <i>crudelem</i>		Accept any recognisable spelling.
11	(a)		servi (1) in via (1) sunt (1).	3	Word order is flexible. Accept any translation using correct Latin even if vocabulary is outside of Restricted Vocabulary List.
11	(b)		ad portam (1) magnam (1) currebamus (1).	3	Word order is flexible. Accept any translation using correct Latin even if vocabulary is outside of Restricted Vocabulary List. If 'gate' is in the wrong case, a mark can be given for 'big' if it agrees with the noun.
11	(c)		cur (1) cibum (1) reliquisti (1), domine (1)?	4	Word order is flexible. Accept any translation using correct Latin even if vocabulary is outside of Restricted Vocabulary List.

Question			Answer	Mark	Guidance
12			Their leader was Hannibal (1) They were waging war against the Romans (1)	2	For the first mark accept the following: 'They were led by Hannibal'. 'Hannibal led them'. Do not accept: 'They were ruled by Hannibal'. For the second mark: gerebant: accept 'They waged'; 'do not accept 'They have waged'. Romanos: do not accept 'Rome'. Accept 'They were at war/in a war with the Romans'; do not accept 'They were fighting against the Romans'.
13			Any two of the following: It was small (1) Roman soldiers were defending it (1) The Carthaginians (had) arrived there (1)	2	milites Romani: do not accept 'the Roman army'/'the Romans'. Look out for REP from Q12. defendebant: accept 'defended'.
14			They thought that these soldiers (1) Would soon die (1) Without food (1)	3	hos: accept 'the'/'those'; do not accept 'their' (HA). perituros esse: accept 'would perish'/'would be dead'/'would starve to death'; do not accept 'would starve'.
15			Any three of the following: They were despairing (1) About their lives (1) They did not want to live (1) Any longer (1)	3	desperabant: accept 'they were in despair'/'they were desperate'/'they began to despair'/'They had a life of despair'. nollent: accept 'They were unwilling'/'They refused'.

					'They wanted to die' = 1 diutius : accept 'any more'; insist on the comparative.
16	(a)		To throw themselves (down) (1) To the ground (1)	2	se deiecerunt : do not accept 'to jump/fall/go down'. ad terram : accept 'to the land'/'towards the ground'/'at the ground'; do not accept 'on the ground'.
16	(b)		Any two of the following: They stood motionless/without moving (1) On the walls (1) They offered their bodies (1) To the enemy's weapons (1)	2	immoti : accept 'still'. in muris : accept 'on the wall'; do not accept 'in the walls'.
17			rem diligenter cogitabat (1) He considered/thought about the matter carefully (1)	2	Do not insist on correct spelling of the Latin. Accept 'gave careful consideration'. Accept diligenter cogitabat = 'he thought carefully'. diligenter : accept 'diligently'/'hard'.
18			He wanted (1) To help the citizens and soldiers (1) But the Roman commander (1) (Had) ordered him to do nothing (1)	4	Ignore maxime . imperator : accept 'leader'/'general'/'emperor'. Romanus : accept 'of the Romans'; do not accept 'emperor of Rome'; look out for REP from Q12 and Q13. facere : do not accept 'to make'.

Guidance on applying the marking grids for GCSE Latin

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.

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

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates.

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

e.g. tum, gaudentes quod Scipio libenter se acceperat, ad naves suas reverterunt.

'then, rejoicing because Scipio had received them willingly, they turned back to their ships'

- (i) 'rejoicing because Scipio had received them willingly, they turned back to their ships' - the omission of tum is an inconsequential error, so 5 marks out of 5.
- (ii) 'then, rejoicing because Scipio had received them willingly, they turned back to their ship' - the number error on 'ship' (it's plural in the Latin) is an inconsequential error, so 5 marks.
- (iii) 'then, rejoicing because Scipio was receiving them willingly, they turned back to their ship' - despite the tense error on acceperat and the number of naves, the candidate has clearly got the point, so a mark of 4 is appropriate.
- (iv) 'then, unhappy because Scipio had received them, they turned back to their ships' - the mistranslation of gaudentes is a more serious error here, as it gets the wrong point (they were happy, not unhappy!) and the omission of libenter could be considered a

serious omission. The overall sense is more or less correct (Scipio had received them and they went back to their ships) so a mark of 3 would be appropriate.

- (v) 'Scipio was unhappy because they had not welcomed him and they turned back to their ship' - there are a number of errors here (no tum, Scipio taken as agreeing with gaudentes, wrong meaning of gaudentes, omission of libenter, number of naves) but the key judgment point is that the general meaning has not been communicated, so a maximum of 2 would be appropriate. It has enough correct sense to score more than 1.

The sort of errors that we would generally expect to be considered 'inconsequential' would be:

- number errors (singular/plural - naves taken as singular above)
- minor tense errors (e.g. one past tense taken as another - acceperat taken as imperfect above)
- minor conjunctions/adverbs incorrectly translated or omitted (tum above)
- failure to reproduce proper nouns in the nominative case
- incorrect third person subject pronouns (e.g. 'he' instead of 'she')
- adjectives or adverbs incorrectly translated as superlative
- omission of pronoun agent in active to passive transposition
- a minor vocabulary error which does not prevent communication of the meaning of the Latin (e.g. eodem tempore = 'at that time')

The sort of errors that we would generally expect to be considered 'more serious' would be:

- major vocabulary errors which give the wrong sense (e.g. gaudentes taken as 'unhappy' above).
- errors of case
- the omission of a word which affects the meaning of a section
- errors of tense (apart from minor tense errors – see above), e.g. a future tense taken as a past tense
- incorrect constructions – for example:
 - missing a purpose clause (e.g. ad forum ivit ut cibum emeret = 'he went to the form and bought food')
 - missing a gerundive (e.g. ad forum ivit ad cibum emendum = 'buying food he went to the forum')
 - incorrect handling of ablative absolute
- errors of voice (e.g. milites necati sunt = 'The soldiers killed')
- errors of person (except 'he'/'she')

The categorisation of ‘inconsequential’ and ‘more serious’ errors might vary within a paper, depending on the length of the sentence for translation (e.g. the omission of a word in a five word sentence might be judged more serious than a similar omission in a twelve word sentence) and might vary between papers. The final decisions on what constitute ‘inconsequential’ and ‘more serious’ errors will be made and communicated to assessors via the standardisation process (after full consideration of candidates’ responses) and these decisions will be captured in the final mark scheme for examiners and centres.

5	Perfectly accurate with no errors or omissions, or one inconsequential error
4	Essentially correct but two inconsequential errors or one more serious
3	Overall meaning clear, but more serious errors or omissions
2	Part correct; but with overall sense lacking/unclear
1	No continuous sense; isolated knowledge of vocabulary only (at least 2 unglossed words, not including <i>et</i>)
0	No response worthy of credit

Question		Answer	Marks	Guidance	
				Content	Examples of inconsequential and more serious errors
19	(i)	<i>'frumentum in urbem statim inferre debeo,' Gracchus sibi dixit.</i> 'I must bring corn at once into the city,' Gracchus said to himself.	5	<i>debeo</i>: accept 'I ought/should'. <i>inferre</i>: accept 'bear'/'carry'/'take'. <i>sibi dixit</i>: accept 'told himself'.	Inconsequential <i>in</i> translated as 'in'/'to' <i>inferre</i> translated as 'transport' <i>urbem</i> translated as 'town' More serious <i>statim</i> <i>sibi</i>
	(ii)	<i>'sed Carthaginienses, si me cibum portantem videbunt, irati erunt et castra Romana oppugnabunt.'</i> 'But if the Carthaginians see me carrying food, they will be angry and will attack the Roman camp.'	5	<i>me...portantem</i>: accept 'me taking'/'me bringing'; accept 'me carry' etc. <i>erunt</i>: accept 'will become' <i>castra Romana</i>: accept 'the camp of the Romans'. Note that <i>Romana</i> is not REP from Q12, Q13 and Q18.	Inconsequential <i>sed</i> <i>erunt</i> translated as 'would be' <i>castra</i> translated as plural More serious <i>oppugnabunt</i> translated as 'will fight' <i>irati erunt</i> translated as 'they will anger'
	(iii)	<i>timens quoque ne propter contumaciam ab imperatore puniretur,</i> Fearing also that he might/would be punished by the commander	5	<i>quoque</i>: accept 'too'/'as well'. <i>timens...ne</i>: accept 'Frightened that'/'Out of fear that'. <i>propter</i>: accept 'for'/'because of'	Inconsequential <i>quoque</i> <i>puniretur</i> translated as 'he will be punished' More serious <i>timens</i> translated as 'He was afraid' without any subordination/coordination with the main

Question		Answer	Marks	Guidance	
				Content	Examples of inconsequential and more serious errors
		on account of (his) disobedience,		<i>imperatore</i> : look out for REP from Q18.	clause. Use the straight line annotation under the verb to indicate this mistake. Examples of acceptable translations: <i>Because</i> he was afraid... <i>Although</i> he was afraid... He was afraid... <i>and</i> <i>propter contumaciam</i>: a maximum of one more serious error <i>timens ne...puniretur</i> translated as 'afraid of the punishment (viewed as consequential)'
	(iv)	<i>diu nesciebat quid facere deberet. tandem consilium callidum cepit.</i> for a long time he did not know what he should do. At last he made a clever plan/idea.	5	<i>deberet</i> : look out for REP from 19i. <i>cepit</i> : accept 'he thought of'/'came up with'/'created'/'adopted'/'had'/'formed'. If only <i>tandem...cepit</i> is correct, award 2/5. Note that the structure must be correct to do this.	Inconsequential <i>tandem</i> <i>cepit</i> translated as 'took'/'captured' More serious <i>diu</i> <i>deberet</i>: omission as in 'He did not know what to do.'
	(v)	<i>frumentum ex agris abstulit et in dolia posuit,</i>	5	<i>abstulit</i> : accept 'stole'/'carried off'/'took away'; accept 'carried' if followed by 'from'/'out of'.	Inconsequential

Question		Answer	Marks	Guidance	
				Content	Examples of inconsequential and more serious errors
		He took corn from the fields and placed/put it into large jars,		<i>in:</i> accept 'in'. <i>dolia:</i> insist on 'large jars' in this section, but accept 'jars' in 19vi, 19vii and 19viii (provided that 'large' is included in 19v).	More serious <i>abstulit</i> translated as 'brought'/'would take'.
	(vi)	<i>tum monuit magistratum Casilini ut ea nocte ad flumen iret doliaque quaereret.</i> Then he advised/warned the magistrate of Casilinum to go to the river that/this night and look for the (large) jars.	5	<i>Casilini:</i> accept 'at Casilinum'. <i>quaereret:</i> accept 'seek'/'search for'.	Inconsequential <i>tum</i> <i>ea</i> <i>Casilini</i> translated as 'from Casilinum' More serious <i>magistratum Casilini</i> translated as 'the Casilinum magistrate' <i>ea nocte</i> translated as 'tonight' <i>monuit</i> translated as 'asked'/'told' <i>quaereret</i> translated as 'find'/'ask for'
	(vii)	<i>ibi magistratus dolia, quae flumen portabat, vidit et sustulit.</i> There the magistrate saw and picked up the (large) jars, which the river was carrying.	5	<i>portabat:</i> accept 'was bringing'; look out for REP from 19ii. <i>vidit:</i> look out for REP from 19ii.	Inconsequential <i>ibi</i> More serious <i>quae flumen portabat</i> translated as 'carried by the river' (omission mark for <i>quae</i>)

Question		Answer	Marks	Guidance	
				Content	Examples of inconsequential and more serious errors
				<i>sustulit</i> : accept 'lifted up'/'lifted'/'raised'.	<i>sustulit</i> translated as 'brought up'/'took'/'held up'.
	(viii)	<i>postridie tamen unus e Carthaginiensibus conspexit quinque alia <u>dolia</u> quae flumine ferebantur</i> (On) the next day, however, one of the Carthaginians caught sight of five other (large) jars, which were being carried by the river.	5	<i>postridie</i>: accept 'the day after'. <i>conspexit</i>: accept 'noticed'/'spotted'/'observed'. Look out for REP from Q2. <i>ferebantur</i>: accept 'were being brought'.	Inconsequential <i>tamen</i> <i>unus e Carthaginiensibus</i> translated as 'one Carthaginian' <i>conspexit</i> translated as 'saw' <i>alii</i> translated as 'some' <i>flumine</i> translated as 'in the river' More serious <i>unus e Carthaginiensibus</i> translated as 'a Carthaginian' <i>quinque</i> <i>quae flumine ferebantur</i> translated as 'carried by the river' (omission mark for <i>quae</i>). Note that this is not REP from 19vii.
	(ix)	<i>Hannibal, cum hoc audivisset, suos iussit flumen semper custodire.</i> When Hannibal (had) heard this, he ordered his men to guard the river always.	5	<i>cum</i>: accept 'since'. <i>audivisset</i>: accept perfect tense. <i>cum hoc audivisset</i>: accept 'having heard this'/'hearing this';	Inconsequential <i>suos</i> translated as 'his own' More serious

Question		Answer	Marks	Guidance	
				Content	Examples of inconsequential and more serious errors
				accept 'with these things having been said'. <i>suos</i>: accept 'his soldiers'. If only <i>Hannibal...audivisset</i> is correct, award 2/5.	
	(x)	<i>hoc modo nemo poterat auxilium dare eis qui in urbe manebant.</i> (In) this way no one was able to give help to those who remained in the city.	5	<i>hoc modo</i> is a maximum of 1 mark. <i>poterat</i>: look out for REP from Q4. <i>auxilium dare</i>: accept 'to help'. <i>eis</i>: accept 'to the ones'.	Inconsequential <i>hoc</i> translated as 'that' More serious <i>qui in urbe manebant</i> translated as 'remaining in the city' (omission mark for <i>qui</i>). Note that this is not REP from 19vii or 19viii.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.