



**GCSE**

**Latin (9–1)**

Unit **J282/02**: Prose Literature A

General Certificate of Secondary Education

**Mark Scheme for June 2018**

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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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## Annotations

Annotation	Meaning
	Blank page
	Benefit of doubt
	Unclear
	Cross
	Extendable horizontal line
	Extendable horizontal wavy line
	Relevance
	Tick
	Harmless addition
	Repeat
	Partial credit

Question			Answer	Mark	Guidance
1	(a)		She prepared the funeral (1) and carried out / led the funeral / funeral procession (1)	AO2 2	
1	(b)		She pretended that their / her son was alive (1) and that he was getting better (1)	AO2 2	Allow "She hid his death from him" Some rendering of the comparative is necessary. E.g. "more/rather" Reference to "she was pretending"/"not telling the truth" alone is not enough for a mark.
1	(c)(i)		(he kept asking) how / what the boy was doing / how the boy was (1)	AO2 1	Allow "he asked if the boy was well".
1	(c)(ii)		She said that he / the son had had a good rest / sleep (1) and that he has willingly eaten some food (1)	AO2 2	<i>bene</i> and <i>libenter</i> needs to be translated for each mark to be awarded. Allow a wide range of meanings for <i>libenter</i> e.g. "freely"

**Guidance on applying the marking grids for the 8-mark extended response**

This question focuses on candidates' ability to select relevant examples of content and literary style 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.

<b>8-mark grid for the extended response question</b>		<b>AO3 = 8 marks = Analyse, evaluate and respond to literature</b>
<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• very good engagement with the question</li> <li>• expresses a range of relevant points, with good development, drawn on a range of well selected aspects of content and features of literary style, with a good range of appropriate quotation with well thought out discussion</li> </ul> <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• good engagement with the question</li> <li>• expresses a range of sound points, with some development, drawn on a range of relevant aspects of content and features of literary style, with a range of appropriate quotation, with sound discussion</li> </ul> <p><i>The response is well structured with a clear line of reasoning.</i></p>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• some engagement with the question</li> <li>• expresses some points drawn on a limited range of aspects of content and/or features of literary style, with some appropriate quotation and some discussion</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure</i></p>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• little engagement with the question</li> <li>• expresses points which are of little relevance and are supported with little evidence from the set text</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
2*	<p>Assess against criteria in the 8-mark AO3 grid (see above).</p> <p>Answers may include:</p> <p><i>diu</i>: promoted in the clause for emphasis. Reference only to the length of time is a content point</p> <p><i>cohibitaе lacrimae vincerent prorumperentque, egrediebatur</i>: four verbs in quick succession, to indicate the overwhelming nature of her emotions</p> <p><i>lacrimae</i>: Personification/subject of the sentence</p> <p><i>vincerent prorumperentque</i>: powerful choice of words, quasi military vocabulary to show the force of her emotions breaking out inside Arria. Allow reference to intensifying prefix <i>pro-</i></p> <p><i>egrediebatur</i>: imperfect tense suggestive of how often she used to go out</p> <p><i>dolori dabat</i>: alliteration of ‘d’ stresses how she gave herself over to grief</p> <p><i>satiata siccis oculis</i>: alliteration to convey sound of her weeping (sibilance)</p> <p><i>tamquam orbitatem foris reliquisset</i>: her bereavement is personified. It is as if she has left it outside the room</p> <p><i>praeclarum</i>: emphatic word order to show how noble / famous her action is</p> <p><i>ferrum stringere, perfodere pectus, extrahere pugionem, porrigere marito, addere</i>: repeated (historic) infinitives to add to the drama</p> <p><i>ferrum stringere, perfodere pectus, extrahere pugionem, porrigere marito, addere</i>: asyndeton adds to the pace and emphasises the keywords</p> <p><i>ferrum stringere, perfodere pectus</i>: chiasmus to contract dramatically her drawing her sword out of her scabbard and stabbing it into herself</p> <p><i>perfodere pectus, extrahere pugionem, porrigere</i>: alliteration of “p” (plosives) to indicate the force of the attack</p>	AO3 8	

Question			Answer	Mark	Guidance						
			<p><i>vocem immortalem ac paene divinam</i>: alliteration of “m” adding a mournful sound</p> <p><i>immortalem ac paene divinam</i>: repetition of similar words to emphasise the divine nature of her actions</p> <p><i>'Paete, non dolet'</i>: direct speech increases the drama of the situation. The shortness of her utterance adds to the drama</p> <p><i>ista facienti, ista dicenti</i>: Pliny's use of repetition dramatically reflects both what Arria is doing and saying which leads to her eternal glory</p> <p><i>gloria et aeternitas</i>: hendiadys to emphasise both the glory and its eternal nature</p>								
3			<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1"><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr><tr><td>0</td><td>point is not valid, or none are drawn</td></tr></table> <p>Answers may include:</p> <p><i>illa patris</i>: juxtaposition to show closeness</p> <p><i>ut ... ut ... ut ... ut</i>: repetition / anaphora is used here to emphasise the positive characteristics of the girl.</p> <p><i>ut... patris</i>: reference to her father in the first exclamation shows her special love for him</p> <p><i>cervicibus</i>: poetic plural to show frequency and closeness</p> <p><i>inhaerebat</i>: imperfect to show frequency. Allow</p>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn	AO3 4	Do not reward reference to exclamation marks.
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin										
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin										
0	point is not valid, or none are drawn										

Question		Answer	Mark	Guidance
		<p>references to use of emotive word, but do not give credit for a translation alone.</p> <p><i>amanter...modeste</i>: complementary/contrasting adverbs to show her qualities.</p> <p><i>inhaerebat... complectebatur... diligebat</i>: the three verbs emphasise her love for her father</p> <p><i>amicos ... et amanter et modeste complectebatur</i>: alliteration of 'm' to draw attention to the calm feelings of love and soft embraces of the girl</p> <p><i>et...et...</i>: polysyndeton emphasises both qualities</p> <p><i>ut nutrices, ut paedagogos, ut praeceptores</i>: tricolon to emphasise her love towards all her teachers</p> <p><i>quam studiose, quam intellegenter lectitabat</i>: Pliny adds to the compliments heaped on the girl by introducing repeated exclamations with <i>quam</i></p>		
4	(a)(i)	<p>Tacitus says 'who can be unaware?'/ 'no one is unaware' etc.</p> <p>Tacitus lists many/several reasons for its decline.</p> <p>Several groups of people are at fault e.g. the youths, parents and their teachers</p> <p>Tacitus' use of a rhetorical question</p>	AO3 1	allow reference to the Latin only: Tacitus says <i>quis ignorat</i>
4	(a)(ii)	<p>disappointment / anger / sadness / hatred/ unhappy / bitter / disgusted / passionate etc</p> <p><b>Either</b></p> <p>All the reasons Tacitus gives are the fault of the Romans</p> <p><b>or</b></p> <p>All the reasons given are very negative, eg laziness, neglect, lack of knowledge, forgetting</p>	AO3 2	<p>'He had very bad feelings' = 0 marks</p> <p>The candidate must mention a feeling/emotion</p> <p>Candidates who refer to Tacitus' style in order to emphasise his point should be credited.</p> <p>There must be reference to the fact that there are several negative things.</p> <p><b>or</b></p> <p>The candidate lists the negative things</p>
4	(b)	The decline is spreading	AO3 1	Allow 'It's not just confined to Rome'



**Guidance on applying the marking grids for the 5-mark set text translation**

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. 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.

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.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
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.

Question			Answer	Mark	Guidance						
5			<p>Assess against criteria in the 5-mark AO2 grid (see above).</p> <p>Suggested translation:</p> <p><i>For in the past the son of each citizen / person, born to a chaste parent / mother, was brought up not in the chamber of a hired wet-nurse, but in the bosom and embrace of his mother, whose special renown was that she protected the home and devoted herself to her children.</i></p>	<b>AO2</b> <b>5</b>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p><b>Inconsequential error:</b> omission of <i>nam</i> <i>suus</i>: does not need to be translated '<i>parente</i>' translated as plural</p> <p><b>Serious error:</b> All other errors are to be classed as serious Nb. Omission of <i>sed</i> is a serious error</p> <p><i>tueri</i> and <i>inservire</i> can be present or perfect</p> <p>Maximum of <b>4 serious</b> errors for <b>3 marks</b> More than <b>4 serious</b> errors for <b>2 marks</b> At least <b>4 words</b> with the correct meaning for <b>1 mark</b></p>						
6			<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr><tr><td>0</td><td>point is not valid, or none are drawn</td></tr></table>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn	<b>AO3</b> <b>4</b>	
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin										
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin										
0	point is not valid, or none are drawn										

Question	Answer	Mark	Guidance
	<p>Answers may include:</p> <p><i>valebat ... valebant ... valebat</i>: repetition / tricolon of the verb 'to prevail upon', suggesting that his words have had an effect on the jury. He is suggesting that his arguments have already persuaded them</p> <p><i>iudices</i>: direct address to the judges</p> <p><i>Milonis erga me remque publicam meritorum memoria</i>: alliteration of 'm'. The smooth-sounding alliteration emphasises Cicero's emotional appeal and adds to the persuasive effect of the words</p> <p><i>me remque publicam</i>: juxtaposition of Cicero and the republic to amplify the services of Milo</p> <p><i>preces et lacrimae</i>: hyperbole shows the emotional appeal is heightened</p> <p><i>nostrae</i>: by using 'our' instead of 'my', Cicero implies that these emotions are not just felt by himself</p> <p><i>vos mirifice moveri sentiebam</i>: repeated 'm' alliteration is suggestive of sympathy felt by the jurors. The suggestion is that the jurors have already been won over</p> <p><i>periculorum impendentium</i>: the dangers are metaphorically hanging over them. The present participle suggests the dangers are present at that very time</p> <p><i>timor</i>: the crucial word is emphatically placed at the end of the sentence. Cicero is emphasising the fear of the dangers felt by the jurors. Reminding them of the fear they felt about Clodius is persuasive</p> <p><i>quis ... proponeret</i>: rhetorical question. He persuasively asks the jurors who could imagine the unrestrained praetorship of Clodius</p> <p><i>solutam Publi Clodi praeturam</i>: enclosing word order draws attention to Clodius' tyranny</p> <p><i>maximo rerum novarum metu</i>: reference of revolution is perhaps hyperbole. Chiasmus to emphasise how the threat of revolution stirs up feelings of terror</p> <p><i>maximo</i>: use of superlative to show the extent of the fear.</p>		

Question		Answer	Mark	Guidance
7	(a)(i)	because Milo repressed/break (up)/destroy/control/stop (1) the outrageous acts/madness/tyranny/fury (of Clodius) (1)	AO2 2	
	(a)(ii)	because Clodius had died (1)	AO2 1	
	(b)	they did not live in fear/did not fear (1) of any / a citizen / anyone (1)	AO2 2	Some rendering of 'quem' must be made. Therefore 'the citizen' = 0 marks Feared no citizen(s) = 2
	(c)	Any <b>two</b> of: the opportunity to practise his courage/valour (1) (the electoral support for) his consulship (1) the source/fountain/font of his own glory (1)	AO2 2	Do not allow 'virtue'/'excellence'
	(d)	it was of no advantage to Milo / it was a disadvantage / obstacle to Milo (1)	AO2 1	Allow references to stopping Milo getting the consulship

**Guidance on applying the marking grids for the 10-mark extended response**

Two Assessment Objectives are being assessed in this question – AO2 (Demonstrate knowledge and understanding of literature) and AO3 (Analyse, evaluate and respond to literature). 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, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

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(s). 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.

For example, in relation to the question ‘How successfully do Tacitus and Cicero turn the reader against Agrippina and Sassia?’, details of Agrippina’s pretence of grief and an understanding that this was in reality an effort to prevent help being brought to Claudius would be evidence of AO2 whilst concluding that this clearly demonstrates Agrippina’s scheming nature and thus helps turn the reader against her would be evidence of AO3.

10-mark grid for the extended response question		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9-10	<ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding of the set text (AO2)</li> <li>• well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	7-8	<ul style="list-style-type: none"> <li>• good knowledge and sound understanding of the set text (AO2)</li> <li>• a good response to the question which is supported by some well-selected examples from the set text (AO3)</li> </ul> <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	5-6	<ul style="list-style-type: none"> <li>• some knowledge and understanding of the set text (AO2)</li> <li>• a reasonable response to the question which is supported by some examples from the set text (AO3)</li> </ul> <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	3-4	<ul style="list-style-type: none"> <li>• limited knowledge and understanding of the set text (AO2)</li> <li>• a limited response to the question which is occasionally supported by reference to the set text (AO3)</li> </ul> <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> <li>• very limited knowledge and understanding of the set text (AO2)</li> <li>• a very limited response to the question with very limited reference to the set text (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
8*	<p><b>From your reading of Pliny, Tacitus and Cicero, what qualities do you think these authors particularly admired in an individual?</b></p> <p><b>Assess against criteria in the 10-mark grid (see above).</b></p> <p><i>Arguments may include (AO3):</i></p> <p>Pliny – a close-knit family</p> <ul style="list-style-type: none"> <li>• beauty</li> <li>• modesty</li> <li>• being a good mother and wife</li> <li>• protecting one's family from hurt</li> <li>• self-control</li> <li>• standing up for one's family / loyalty</li> <li>• determination</li> </ul> <p>Pliny – an ideal daughter</p> <ul style="list-style-type: none"> <li>• wisdom</li> <li>• authority</li> <li>• modesty</li> <li>• being a loving daughter</li> <li>• respecting one's teachers</li> <li>• patience / perseverance</li> </ul> <p>Tacitus – education within the family</p> <ul style="list-style-type: none"> <li>• eloquence</li> <li>• hard work</li> <li>• good parenting</li> <li>• chastity / modesty</li> </ul> <p>Cicero – bitter hatred</p> <ul style="list-style-type: none"> <li>• serving the Republic</li> </ul>	<p><b>10</b> made up of</p> <p><b>AO2=5</b></p> <p><b>AO3=5</b></p>	<p>Candidates who do not mention all <b>three</b> authors cannot score more than <b>8 marks</b>.</p> <p>Candidates who only mention <b>one</b> author cannot score more than <b>6 marks</b>.</p> <p>Allow any other relevant points</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>displaying daring / bravery</li> <li>having a sense of justice</li> </ul> <p><i>Possible supporting evidence from the prescribed text (AO2):</i></p> <p>Pliny – a close-knit family</p> <ul style="list-style-type: none"> <li>Arria's son is described as handsome and modest, which are seen by Pliny as positive</li> <li>Pliny praises Arria for preparing the funeral of his son and keeping his death from her husband. She wants to protect him while he is still sick</li> <li>Arria holds back her tears from her husband. She keeps her feelings to herself to protect her husband</li> <li>when her husband has been arrested, Arria follows her husband's ship and tries to persuade the soldiers to let her on board so that she can look after her husband</li> <li>she is dismissive towards the wife of Scribonianus who allowed her husband to be killed</li> <li>she is also dismissive towards Thrasea who begged her not to die.</li> <li>she is determined to end her life and by dashing her head against the wall she shows that she will not give up on her attempts</li> </ul> <p>Pliny – an ideal daughter</p> <ul style="list-style-type: none"> <li>Fundanus' daughter is praised for being wise and authoritative beyond her years</li> <li>he also praises her for being sweet but modest</li> <li>Pliny describes at length how loving she is towards her family, her family's friends and her teachers</li> <li>she is intelligent in her work and considerate in her play</li> <li>During her illness she showed patience and perseverance</li> </ul>		

Question			Answer	Mark	Guidance
			<p>Tacitus – education within the family</p> <ul style="list-style-type: none"> <li>• Tacitus values eloquence and skills in the individual, which has declined in Romans from the old days</li> <li>• he blames laziness and bad teaching and parenting. He clearly respects hard work, good parenting and effective teaching</li> <li>• Tacitus holds good parenting and in particular the role of the mother in high esteem. Mothers should look after their own children rather than giving them over to a wet-nurse. Devotion to one's children is of key importance</li> </ul> <p>Cicero – bitter hatred</p> <ul style="list-style-type: none"> <li>• Cicero respects the fact that Milo had served the Republic and protected it from the danger of Clodius</li> <li>• Milo had a sense of bravery and daring as well as a sense of justice to fight against evil</li> </ul>		



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