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GCSE (9–1)

Latin

J282/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for June 2019

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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

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Mark</th><th>Guidance</th></tr>
<tr><td>1</td><td>(a)</td><td></td><td>Paetus had been on the same side as / supported Scribonianus / he was implicated in a rebellion / he had taken up arms against Claudius / the state (1)</td><td>AO2
1</td><td>Allow a range of answers as long as the candidate has understood the situation with Paetus and Scribonianus.</td></tr>
<tr><td>1</td><td>(b)</td><td></td><td>get on board the ship (1)</td><td>AO2
1</td><td>Allow: he was about to be put on board the ship
NB: the word ‘ship/boat’ must be included in the answer</td></tr>
<tr><td>1</td><td>(c)</td><td></td><td>she wanted to protect Paetus / she wanted to ensure he came to no harm / she wanted to ensure all his needs were catered for / she loved him / was devoted to him / she wanted to be with him / look after him (1)</td><td>AO3
1</td><td>Allow a wide range of answers so long as the candidate has clearly understood the point</td></tr>
<tr><td>1</td><td>(d)</td><td></td><td>nempe: Arria speaks confidently with the assumption that the soldiers will treat Paetus well
daturi estis: verb is promoted to show that Arria assumes Paetus will be given these things
servolos: use of diminutive expressing the very least she expects for her husband; she is determined have better for her husband
quorum … quibus … quibus: tricolon to emphasise all the things she assumes Paetus will be provided with
omnia sola praestabo: short, punchy sentence to show her determination to do these duties herself. These are her final words, thus giving added emphasis;
omnia is promoted to emphasise that she will do everything
omnia sola: contrast / juxtaposition between all the duties and Arria alone
Reference to direct speech with quotation and relevant analysis should be credited</td><td>AO3
4</td><td>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.

<table><tr><td>2</td><td>expresses a valid point based on a relevant 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 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>
This question required analysis of style only.
NB: orabat is outside the lemma so does not get credit</td></tr>
<tr><td>2</td><td>(a)</td><td></td><td>She jumped up from her seat showing the speed / violence of her actions (1) she smashed / hit her head on the wall (1) it was with great force (1) it made her fall to the ground / she collapsed / was unconscious (1)
ingenti impetus impegit: alliteration of the ‘i' is suggestive of the force or possible repetition of her hitting her head (1)
(Style points need to be explained for the mark)</td><td>AO2
2</td><td>Style points are not required, but credit is to be given where style points are made</td></tr>
</table>

2	**(b)**		**determined / headstrong / confident / honourable** (1) she will find a way to die, however difficult it is / she said 'I had told you…' showing she doesn't go back on her word (1) **brave** (1) she is prepared to die in a painful way (1) **selfish** (1) she doesn't care about the wishes of her family (1)	**AO3 2**	**One** mark should be awarded for the candidate's analysis of Arria's character. **One** mark should be awarded for the evidence, which must be from the lemma. Allow any valid analysis of Arria's character
2	**(c)**		**Either**: he admired her words about finding a difficult way to die / her actions in striking herself against a wall / her earlier speech (1) because they showed her willingness to take a more painful way out (1) / because Pliny states that these words are 'greater' / he says so in the text / his rhetorical question implies this (1) **Or**: he admired her words 'Paetus it does not hurt' (1) because they showed bravery at the moment of her death (1) she suppressed or ignored the pain / because Pliny repeats the phrase (1)	**AO3 2**	**One** mark should be awarded for saying which of her actions/statements Pliny admired more. **One** mark should be awarded for the explanation of the choice. Allow a wide range of valid explanations. The candidate must make clear they know the meaning of the phrase they pick

3*			Assess against criteria in the 8-mark AO3 grid (see end of MS). Answers may include: **The actions of Fundanus' daughter and her family:** *obsequebatur … adhortabatur*: imperfect tense to show the daughter's continued efforts to do the right thing. The daughter seems to be doing more than her family members, when one might expect it to be the other way round *sororem patrem:* asyndeton to maintain the pace. Draws attention to the fact that she is encouraging her family rather than the other way round, as you might expect. *adhortabatur*: prefix '*ad*' to intensify the verb, showing	**AO3 8**	

			how much the daughter encouraged her family *corporis viribus vigore animi*: chiasmus to show how her strength is maintained by her own willpower *viribus vigore*: alliteration of 'v' to draw attention to the fact that she is keeping going by will power alone *duravit*: promotion of the verb to emphasise how the daughter sustained her efforts right to the end *et desiderii et doloris*: emphatic position at the end of the phrase. Alliteration of 'd' to draw attention to the sorrow of her family and friends *et desiderii et doloris*: two nouns of similar meaning to emphasise the grief **Pliny's own response to the death of Fundanus' daughter:** *o … o*: two exclamations to emphasise the pain and emotion. *triste plane acerbumque*: the three adjectives combine to form a tricolon to convey the terrible nature of Arria's death; use of *plane* to convey the extent of the sadness *morte … mortis*: the word 'death' is repeated to emphasise her sad demise *plures gravioresque nobis*: sibilance conveys the sadness of the situation with respect to the reasons for Pliny's sorrow and regret *indignius*: emphatically placed comparative emphasises how undeserved her death was *ipsa mortis tempus indignius*: alliteration of 's' / sibilance to draw attention to the unfairness of her death. The 's' sound is like a hissing. *iam … iam …iam*: tricolon with anaphora / repetition conveys the terrible idea that now she is having her funeral when she should be celebrating her wedding *egregio*: powerful adjective to show the excellent character of her fiancé. *quod gaudium quo maerore mutatum est*: alliteration of mournful 'm' sound to convey the sorrow felt by all; the contrast of the joy and grief.		

			Allow relevant **content** points that answer the question. Latin quotation and translation should be given.		

4	**(a)**		he cannot express in words / say / explain / describe (1) how much pain is in his heart / soul / mind / how big the wound he received in his heart / he has a big wound in his heart (1) Reference to the wound in the heart being a metaphor (1)	**AO2 2**	
4	**(b)**		The contrast is between the wedding that was supposed to be happening (1) and the funeral that was taking place instead (1) wedding clothes (1) items for the funeral / grave / tomb (1)	**AO2 2**	The key contrast is *wedding* and *funeral* Allow more abstract contrasts between eg. joy and sadness / death
5	**(a)**		Latin word: *mala* (1) English translation: evil(s) / bad / bad things / vices / faults / bad practices etc. (1)	**AO2 2**	Guidance: do not penalise misspelling of *mala*
5	**(b)**		the faults are home-grown / originate in Rome (1) particular / native (1) / take hold of us as soon as we are born (1) they are accumulated with each stage of life (1)	**AO2 2**	Allow any **two** of these answers
5	**(c)**		the discipline / severity of his / their ancestors (1) concerning the rearing / shaping of children (1)	**AO2 2**	Guidance: candidates who refer to discipline 'before', 'previously', 'when they were a child' should get credit as this makes clear the meaning of 'ancestors' Education of children = 1 mark Education = 0 mark
6			Assess against criteria in the 5-mark AO2 grid (see end of MS). Suggested translation: *For who was there among the citizens who could imagine (for / before) himself the unrestrained praetorship of Publius Clodius without having the greatest fear of revolution? But you saw that it would be unrestrained, unless the consul was a man who dared to and was able to restrain him / it.*	**AO2 5**	The following examples are intended to exemplify what might constitute an inconsequential or more serious error. **Allow**: 'who could dare' for *auderet possetque* **Allow**: indeed for *autem* **Allow**: 'you could see' for *videbatis* **Allow: '**was brave for *auderet* Omission of *rerum novarum* = 1 serious error The phrase *sine maximo rerum novarum metu* = maximum of 2 serious errors

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td>Inconsequential error:
Omission or mistranslation of enim
maximo not translated in the superlative
Omission or mistranslation of autem
One part of a verb incorrect (eg. tense or person)

More serious error:
All omissions and other errors</td></tr>
<tr><td>7</td><td></td><td></td><td>quid … quid: rhetorical questions. Repetition of quid to force the jury to question Clodius; candidates should in some way state why / how a rhetorical question is persuasive; candidates cannot refer to rhetorical questions for both points; maximum of 2 marks for points on rhetorical questions
non dico: Cicero mentions this subject by stating that it will not be mentioned
maiora … maxima … nulla: use of comparison and superlative to contrast Clodius and Milo. The emotions in Milo are not just greater than Clodius but very great, whereas those in Clodius were non-existent
in illo maxima, nulla in hoc: chiasmus to heighten the contrast between the two
Clodium Milo: juxtaposition to heighten the contrast between the two
segetem and / or materiam: interesting metaphor(s) to back up Cicero’s argument; use of hyperbole
civile odium: the collective hatred of the people is a persuasive argument (content point)
odium … odimus: repetition of the idea of hatred, to emphasise the fact that not only Milo hated Clodius but all other honest people; accept references to the inclusivity of omnes and odimus 1st person plural)
illi: Clodius is always referred to as ille rather than hic. This is intentionally pejorative.
primum … deinde … postremo: intensifying adverbs to make the tricolon more forceful
defensorem … vexatorem … domitorem: tricolon / listing / asyndeton, with repeated -orem, to show why</td><td>AO3
4</td><td>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.

<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>
Allow both content and style points.</td></tr>
</table>

			Clodius had every reason to hate Milo *vexatorem…armorum*: use of emotive, perorative language Allow any **content** point that answers the question. Latin quotation and translation should be given.		
8			**From your reading of Pliny, Tacitus, and Cicero, do you think the female characters they describe are more admirable than the male characters?** **Assess against criteria in the 10-mark grid (see above).** *Arguments may include (AO3) and possible supporting evidence from the prescribed text (AO2):* **Arria** • she prepared the funeral of her son without her husband knowing to protect him • she pretended that he was getting better to sooth the pain of her husband • she led the funeral procession of her son • she held back her grief in front of her husband • She did not give up on her son when he was arrested • she told her husband 'Paetus it doesn't hurt' when she killed her before her husband • Pliny feels her actions are noble, especially as it was done without the reward of immortality or glory • she shows loyalty to her husband and criticises her son-in-law Thrasea who was trying to stop her harming herself	**10** made up of **AO2=5** **AO3=5**	• Candidates who do not refer to at least **two** women and **two** men should get a maximum of **7 marks**. • Candidates who do not contrast the men and women in the text can get a maximum of **6 marks**. There must be some contrast for the question to be fully answered. Candidates should use the evidence from the text (see left hand column) to back up their argument about the admirable nature of the characters.

			Arria's son • Arria's son is described as modest and dear to his parents, not just because he was their son **Scribonia's wife** • she is criticised for having given evidence voluntarily against her husband **The daughter of Fundanus** • she is described as agreeable, pleasant and worthy of virtual immortality. • she is wise and has authority but also has a sweetness and modesty • she was loving to her family, friends and teachers • she was intelligent but also moderate in her play • she bore her illness with perseverance • her death has made her father a broken man **Tacitus** • Tacitus blames parents in general for not bringing up their children properly in the strict ways of their ancestors • He states that in the past mothers brought up children, but now often hired wet-nurses bring up the children. For full credit candidates should mention the difference between the parents of the past and of the present **Milo** • Milo had served the republic well in the past • Milo had defended Cicero's safety • Milo was the harasser of Clodius' madness and the tamer of his violence **Clodius** • There was a real fear that if Clodius were to		

			become praetor, there would be revolution • Clodius and his supporters' actions had been outrageous and only ended once he had died • Cicero refers to Clodius' madness / violence • Cicero refers to him as a tyrant and unjust • Cicero was defending Milo so would paint Clodius in a negative light and Milo in a positive light		

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.

8-mark grid for the extended response question		**AO3 = 8 marks = Analyse, evaluate and respond to literature**
Level	**Marks**	**Description**
4	**7-8**	• very good engagement with the question • 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 *The response is logically structured, with a well-developed, coherent line of reasoning*.
3	**5-6**	• good engagement with the question • 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 *The response is well structured with a clear line of reasoning.*
2	**3-4**	• some engagement with the question • 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 *The response presents a line of reasoning which is mostly relevant but may lack structure*
1	**1-2**	• little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text *The information is communicated in an unstructured way.*

0 = No response or no response worthy of credit

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.

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	• detailed knowledge and excellent understanding of the set text (AO2) • well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) *The response is logically structured, with a well-developed, sustained and coherent line of reasoning.*
4	7-8	• good knowledge and sound understanding of the set text (AO2) • a good response to the question which is supported by some well-selected examples from the set text (AO3) *The response is logically structured, with a well-developed and clear line of reasoning.*
3	5-6	• some knowledge and understanding of the set text (AO2) • a reasonable response to the question which is supported by some examples from the set text (AO3) *The response presents a line of reasoning which is mostly relevant and has some structure.*
2	3-4	• limited knowledge and understanding of the set text (AO2) • a limited response to the question which is occasional supported by reference to the set text (AO3) *The response presents a line of reasoning but may lack structure.*
1	1-2	• very limited knowledge and understanding of the set text (AO2) • a very limited response to the question with very limited reference to the set text (AO3) *The information is communicated in an unstructured way*

0= No response or no response worthy of credit

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