



**GCSE (9–1)**

**Latin**

**J282/02: Prose Literature A**

General Certificate of Secondary Education

**Mark Scheme for November 2020**

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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
	Valid style point (8-marker) / AO3 point (10-marker)
	Unclear/dubious point
	Benefit of doubt
	Consequential / repeated error
	Incorrect translation or interpretation or factual error
	Major error
	Minor error / SPAG
	Harmful addition
	Correct / positive mark / additional evidence (10-marker)
	Good content point (8-mark & 10-mark question) / 2-mark point in 4-mark AO3 question
	Weaker content point / 1-mark point in 4-mark AO3 question
	Omission mark
highlight	Harmless addition
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Noted but no credit given

Question			Answer	Mark	Guidance						
1			<p>Answers may include:</p> <p><i>recte</i>: emphatic word order to emphasise that Pliny was right to do as he did</p> <p><i>recte renuntiasti</i>: letter begins with alliteration of ‘r’, which conveys positivity</p> <p><i>carissime</i>: the superlative suggests the emperor was pleased with what Pliny has done</p> <p><i>pertinent enim ad animum meum</i>: Trajan says that it is of interest to him / reference to <i>animum</i></p> <p><i>prudenter</i>: emphatic placement to show that Trajan clearly thought that Pliny’s actions were sensible</p> <p><i>recte ... prudenter</i>: use of two similar adverbs, rightly and sensibly, to emphasise Trajan’s approval at Pliny’s actions</p> <p><i>interim ... interim</i>: balanced phrases mirror the similar balance in Pliny’s letter</p> <p>Accept references to echoing what was said by Pliny in the previous letter with appropriate quotation and analysis</p>	AO3 4	<p>This question focuses on <u>style</u>, not content.</p> <p>If a candidate has made a content point (without an appropriate aspect of style), a mark may be given for the quotation if it appears on the list.</p> <p>If candidates make more than 2 separate points, only award the best two.</p> <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
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2	(a)		Because he was able to celebrate (1) the emperor’s / your birthday (1)	AO2 2	The people of the city (of Prusa) must be mentioned. Maximum of 2 marks if not referred to.						
2	(b)		Pliny was investigating the expenses/expenditure (1) the revenue / repayments (1) and the debtors / debt among the people of the city (of Prusa) (1)	AO2 3							
2	(c)			AO2							

3	(a)	<p><b>Either</b> (a lot of) money was being kept back by (private) individuals (1) <b>or</b> money was being paid out for costs that were not legitimate / legal (1)</p> <p>He revealed what he had learned / found out from Volusenus (1) and what he wanted to be done / to happen (1)</p>	<p><b>1</b></p> <p><b>AO2</b> <b>2</b></p>	
3	(b)	<p>He wanted them to do everything (1) at the nod / straight away / the instant the order was given / on time / at the right time (1)</p>	<p><b>AO3</b> <b>2</b></p>	<i>omnes</i> must be translated for the first mark
3	(c)	<p>The wind and tide (1) was favourable / following (1)</p>	<p><b>AO2</b> <b>2</b></p>	Do not need <i>at the same time</i>
3	(d)	<p>The beach was open and flat / level (1)</p>	<p><b>AO2</b> <b>1</b></p>	Both points need to be made for the mark

Question	Answer	Mark	Guidance
4*	<p>Assess against criteria in the 8-mark AO3 grid (see below).</p> <p>Answers may include:</p> <p><i>erat ... incitarent</i>: very long sentence with numerous clauses to reflect the numerous difficulties facing them</p> <p><i>summa difficultas</i>: superlative to emphasise the size of the problem facing Caesar</p> <p><i>has causas summa difficultas</i>: assonance of 'as / a' sounds is indicative of the effort and suffering of the Roman soldiers</p> <p><i>militibus ... oppressis</i>: asyndeton to suggest the piling up of problems for the Romans</p> <p><i>ignotis locis ... notissimis locis</i>: contrast / asyndeton to show the difficult situation of the Romans in comparison with the Britons</p> <p><i>et gravi...et de navibus...et in fluctibus...et cum hostibus</i>: polysyndeton to convey the number of difficulties piling up for the Romans</p> <p><i>notissimis locis</i>: superlative to emphasise the familiarity to the enemy; sibilance to suggest the fear of the Romans</p> <p><i>ignotis ... impeditis .... oppressis</i>: tricolon of dangers to emphasise their precarious situation</p> <p><i>impeditis manibus ... membris expeditis</i>: direct contrast / use of similar words (<i>impeditis</i> / <i>expeditis</i>) to show the opposite situations of the Romans and the Britons</p> <p><i>magno et gravi</i>: two similar adjectives to emphasise the heavy load weighing down the Romans</p> <p><i>oppressis</i>: powerful verb to show the plight of the Romans; perhaps both literal and figurative</p> <p><i>simul</i>: adds to the tricolon before / after, showing how much the Romans had to do all at the same time</p>	<p><b>AO3</b></p> <p><b>8</b></p>	<p>For full credit a point must answer the question (i.e. plausible explanation of <i>how</i> the point makes the scene vivid and dramatic), must quote from the Latin and must give a clear indication of the meaning of the Latin.</p> <p>Allow relevant <b>content or style</b> points.</p> <p>Do not give full credit for undeveloped points referring to, e.g., "harsh consonants", "sibilance", "promotion", "asyndeton", "short phrases".</p> <p>Give partial credit for a second point based on the same Latin quotation.</p>

		<p><i>desiliendum ... consistendum ... pugnandum</i>: tricolon of gerundives to show all the things that the soldiers had to do at the same time</p> <p><i>cum illi</i>: contrast with the much easier situation of the barbarians</p> <p><i>aut...aut</i>: repetition / balanced phrases ; both situations are easier for the Britons</p> <p><i>notissimis locis</i>: superlative shows that the places were very well known to the enemy, making their job easier</p> <p><i>conicerent</i>: the barbarians were hurling their spears together; they were organized against the Romans</p> <p><i>omnino</i>: the Romans were completely out of their depth</p> <p><i>alacritate ac studio</i>: powerful nouns, but here used negatively as the Romans were not exhibiting these qualities; these two words are essentially the same – repetition of the same idea for emphasis</p> <p><i>perterriti ... imperiti ... non eadem alacritate ac studio</i>: tricolon of negative aspects of the situation of the Romans</p>		
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**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	<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>
3	5-6	<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>
2	3-4	<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>
1	1-2	<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						
5			<p><i>ceterum</i>: introduces a contrast, in this case a description of the more difficult part of the journey</p> <p><i>sicut breviora ita arrectiora</i>: the use of the two comparatives / positioned next to each other, with the repeated <i>-iora</i> sound, conveys the idea of things getting much more difficult now</p> <p><i>difficilius</i>: another comparative, delayed for emphasis hammers home the point about the increasing problems</p> <p><i>omnis</i>: emphatic word order to show that the whole way was difficult</p> <p><i>praeceps, angusta, lubrica</i>: tricolon and asyndeton suggest how the difficulties are piling up for Hannibal</p> <p><i>neque ... nec</i>: double negative emphasises the fact that the men could not get a grip on anything</p> <p><i>sustinere se ab lapsu possent</i>: sibilance of repeated 's' sound is suggestive of the sound of the soldiers slipping</p> <p><i>alii ... alios</i>: repetition of <i>alii</i> / <i>alios</i> conveys the fact that both the men and animals were falling on top of each other</p> <p><i>lapsu ... titubassent</i>: repetition of the idea of falling / stumbling to convey the difficulties</p> <p><i>sustinere ... possent ... titubassent ...haerere</i>: chiasmus to contrast the idea of falling and getting up again</p> <p><i>titubassent</i>: onomatopoeia / powerful, dramatic verb to emphasise the dangers</p> <p><i>occiderent</i>: here means literally falling, but it may suggest that some of the soldiers died in the falls</p>	AO3 4	<p>This question focuses on <u>style</u>, not content.</p> <p>If a candidate has made a content point (without an appropriate aspect of style), a mark may be given for the quotation if it appears on the list.</p> <p>If candidates make more than 2 separate points, only award the best two.</p> <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
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6	(a)		<p>despondent / defeated / demoralised / frightened / dumbstruck / stunned / angry (1)</p> <p>because: (1)</p> <ul style="list-style-type: none"><li>it appeared there was no way forward / the landslide that stopped their progress</li></ul>	AO3 2	<p>Accept a wide range of answers to this question.</p> <p>Only one reason is required.</p>						

		<ul style="list-style-type: none"> <li>• after all their efforts they could not get through the mountains</li> <li>• nature seems to be against them; a landslide has stopped them in their tracks</li> <li>• they would have been frightened because they were now faced with a 1000-foot drop</li> </ul>		
	(b)	<b>Latin word:</b> <i>nequiquam</i> (1) <b>English translation:</b> in vain / fruitless (1)	<b>AO2</b> <b>2</b>	Allow a mark for the translation 'in vain' even if the Latin word is incorrect.
	(c)	snow (1) had to be dug out/carried away / clear away (1)	<b>AO2</b> <b>2</b>	Guidance: 'they could not make their way through the snow' = 1 marks. Some reference to digging / clearing must be made

<b>7</b>		<p>Assess against criteria in the 5-mark AO2 grid (see below).</p> <p>Suggested translation:</p> <p><i>After three days they went down to the plain to where both the regions and the nature of the inhabitants were now gentler. By and large they reached Italy in this way five months after leaving New Carthage, according to some writers – the conquest of the Alps having taken fifteen days.</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>Allow</b>          Allow <i>inde</i> to be translated as <i>then</i> but also allow it to be translated with <i>triduo</i> meaning <i>after three days</i>          The journey from ... to = correct          Crossed for <i>superatis</i></p> <p><b>Inconsequential error:</b>          Omission / mistranslation of <i>inde</i>          Omission / mistranslation of <i>iam</i>          Omission / mistranslation of <i>et...et</i></p> <p><b>Serious error:</b>          All other omissions and errors</p> <p>Maximum of <b>4 serious</b> errors for <b>3 marks</b>          More than <b>4 serious</b> errors = <b>2 marks</b></p>
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					For 2 marks: at least <b>4 correct words</b> (not including proper names) with some continuous meaning over at least two clauses. At least <b>3 words</b> with the correct meaning for <b>1 mark</b>
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### 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.

8		<p><b>What makes the extracts you have studied of Pliny, Caesar and Livy interesting to read?</b></p> <p><b>You should support your answer with a range of references from the Pliny, Caesar and Livy texts you have read, and you may include passages printed on the question paper.</b></p> <p><b>Assess against criteria in the 10-mark grid (see below).</b></p> <p><i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i></p> <p><b>Pliny</b></p> <ul style="list-style-type: none"> <li>• Involvement of the emperor <ul style="list-style-type: none"> <li>○ these are the official letters of Pliny to the emperor Trajan. We get a fascinating insight into the relationship between a governor and the emperor, both famous and influential men</li> </ul> </li> <li>• Character of Pliny <ul style="list-style-type: none"> <li>○ we see that he is eager to please the emperor with his reference to the emperor's birthday. It gives us an insight into the relationship between the two men.</li> </ul> </li> <li>• The life of a governor <ul style="list-style-type: none"> <li>○ although mundane, and something some may find uninteresting, the description of the journey of Pliny gives us an interesting insight into travel in the Roman world and the difficulties and dangers faced by those travelling</li> </ul> </li> </ul>	<p><b>10</b></p> <p><b>AO2=5</b></p> <p><b>AO3=5</b></p>	<p>In order to score in level 5 (9-10 marks) candidates must make reference to all <b>three</b> authors.</p>
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			<ul style="list-style-type: none"> <li>• Expenses scandal <ul style="list-style-type: none"> <li>◦ Pliny reveals his concerns about the finances of the people of Prusa. This shows us what sort of jobs a provincial governor had to undertake, giving us interesting historical detail</li> </ul> </li> </ul> <p><b>Caesar</b></p> <ul style="list-style-type: none"> <li>• Insight into Caesar himself <ul style="list-style-type: none"> <li>◦ Caesar is a hugely important historical figure and this autobiographical text gives us both an insight into Caesar as an individual and as a leader. We see not only what happens, but the behind the scenes briefings given by Caesar, eg.to the tribunes and commanders before the landing</li> </ul> </li> <li>• Caesar's leadership skills <ul style="list-style-type: none"> <li>◦ we see how he chooses the landing beach careful and briefs his commanders authoritatively. We see at first hand the role of the commander during a major operation</li> </ul> </li> <li>• Contrast between the Romans and barbarians <ul style="list-style-type: none"> <li>◦ Caesar explicitly compares the difficulties facing the Romans and the Britons. This brings into sharp focus the dangerous situation facing the Romans</li> </ul> </li> <li>• The Britons <ul style="list-style-type: none"> <li>◦ it is interesting for us to read about the Britons in such detail, including how they fought, hurling spears and fighting on horse-back</li> </ul> </li> <li>• The eagle bearer <ul style="list-style-type: none"> <li>◦ the episode with the eagle bearer, which Caesar describes in detail, shows the values of the Romans. He urges the</li> </ul> </li> </ul>		
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			<p>Romans not to betray the eagle to the enemy. Caesar examines the fears of the soldiers and how they overcome these fears</p> <ul style="list-style-type: none"> <li>• Direct speech <ul style="list-style-type: none"> <li>◦ the words of the eagle bearer are given in direct speech, which brings the narrative to life and makes the reader feel like a by-stander to the events</li> </ul> </li> </ul> <p><b>Hannibal</b></p> <ul style="list-style-type: none"> <li>• Hannibal's struggle against nature <ul style="list-style-type: none"> <li>◦ the description of the snow, the landslide, the steepness of the mountain and how the soldiers overcome these difficulties</li> </ul> </li> <li>• Hannibal's tactics <ul style="list-style-type: none"> <li>◦ Hannibal's use of elephants provides added interest to the events. Livy describes how they kept the column safe as the enemy was scared of getting too close. The elephants are an interesting rarity on the battle field</li> </ul> </li> <li>• Fears of the soldiers <ul style="list-style-type: none"> <li>◦ Livy describes the psychology of the men who are terrified of the dangers facing them; their superstitions, including their fears of the constellation of the Pleiades give us an interesting insight into the Romans' mind-set</li> </ul> </li> <li>• Hannibal's leadership skills <ul style="list-style-type: none"> <li>◦ Livy increases the reader's interest by showing how Hannibal improves the soldiers' motivation by taking them to a viewpoint from where they could see Italy and tells them that they are climbing over not only the walls of Italy, but of Rome</li> </ul> </li> </ul>		
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			itself. This is an iconic and memorable scene		
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### 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 occasional supported by reference to the set text (AO3)</li> </ul>	

		<i>The response presents a line of reasoning but may lack structure.</i>
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> <i>The information is communicated in an unstructured way</i>

0= No response or no response worthy of credit



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