GCSE (9–1)

Latin

J282/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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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1. **Annotations**

Annotation	Meaning
BP	Blank Page
BOD	Benefit of Doubt
?	**Unclear**
✖	More serious error in translation
▭	Inconsequential error in translation question
⌇	Unclear, incomplete answer
REL	Relevance
✔	Correct answer, good point made in extended writing question
HA	Harmful addition
REP	Repetition
∧	Partial credit, incomplete point in extended writing questions or omission

12.   **Subject Specific Marking Instructions**

Question			Answer	Mark	Guidance
1	(a)		it is of interest / interesting to the emperor / Trajan / him / you (1)	AO2 1	Allow 'the emperor would want to know this'
1	(b)		he has sailed round Cape Malea (1) to Ephesus (1) with all his men / staff (1) there were contrary / opposing winds (1)	AO2 2	Allow any **two** answers
1	(c)		he is going to use (coastal) boats (1) and vehicles / carriages (1)	AO2 2	
1	(d)		Annoyed / tired / despairing / disheartened / uncomfortable / nervous (1) the heat was intense (1) **or** winds obstructed the journey (1) he had to explain the delays to the emperor (1)	AO3 2	

| 2 | | | Assess against criteria in the 5-mark AO2 grid (see below).

 Suggested translation:

 Having thought that this was in no way a suitable place for disembarking, he waited at anchor up to the ninth hour until the rest of the ships came together there. Meanwhile, having called together the deputies and the military tribunes, he revealed both what he had learned from Volusenus and what he wanted to be done. | AO2 5 | The following examples are intended to exemplify what might constitute an inconsequential and more serious error.

 Inconsequential error:
 omission or mistranslation of *eo*
 omission or mistranslation of *interim2*
 omission of one *et* in '*et…et*'
 '*ad horam nonam*' translated as 'at the ninth hour'

 Serious error:
 All other omissions and errors |

			Maximum of **4 serious** errors for **3 marks**
			More than **4 serious** errors for **2 marks**
			At least **4 words** with the correct meaning for **1 mark**

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.

3	(a)		they sent (in advance)2 their cavalry (1) and war charioteers / chariots2 (1)	AO2 2	
3	(b)		they were preventing / obstructing the Roman / our troops from disembarking (1)	AO2 1	Allow references to preventing the ships from landing
3	(c)		**Latin word:** *summa* **English translation:** highest / greatest	AO2 2	

4*			Assess against criteria in the 8-mark AO3 grid (see below).	AO3 8	

How does Caesar make this scene dramatic?

Answers may include:

the actions and words of the eagle-bearer:
- *contestatus deos*: the eagle-bearer dramatically calls on the gods
- *'desilite … praestitero'*: direct speech brings the passage to life
- *desilite*: use of imperative to indicate the urgency of the situation; first word of the direct speech to increase the emphasis
- *vultis*: promoted to the beginning of the phrase to draw attention to the fact that the soldiers may want to betray the eagle
- *aquilam hostibus*: juxtaposition to emphasise the dreadful possibility that the eagle might fall into the hands of the enemy
- *prodere*: the soldiers are being accused of being willing to betray the eagle; dramatic revelation
- *ego … meum*: the eagle-bearer forcefully shows his loyalty. Emphasis on the first person
- *certe*: emphatic 'at least' to suggest that he is the only loyal one; dramatic hyperbole
- *rei publicae*: reference to the republic / the state is dramatic.
- *meum rei publicae atque imperatori officium*: chiasmus to contrast him and his duty with the state and their commander
- *magna voce*: loud confident nature of the eagle-bearer dramatically speaking above the din of battle

- *proiecit*: prefix *pro* reflects him throwing himself off the ship with all his effort

the reaction of the other troops:
- *nostris militibus cunctantibus*: the delay / hesitation of the soldiers, rare for the Roman military, adds to the tension
- *maxime*: the superlative shows the extent of the problem; it also suggests that there are more difficulties than just the depth of the sea
- *tum*: the reaction of the troops is immediate
- *cohortati*: the prefix *co-* shows that the troops all act together; this shows the dramatic change of heart.
- *dedecus*: powerful word to show how they feel about the eagle-bearer's attack on them
- *universi*: they all as one act
- *desiluerunt*: this mirrors the eagle-bearer's action

uidance 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

5			Answers may include: *fessis taedio*: juxtaposition of similar words meaning *tired* and *fatigue* to emphasise the weariness of the soldiers / *fessis*: emphatic word order *ingentem terrorem*: the terror of the soldiers was huge *segniter*: the soldiers advanced slowly / sluggishly *per omnia nive oppleta*: everything was covered in snow, making the journey difficult *pigritiaque et desperatio*: reluctance and hopelessness. Powerful and negative vocabulary used to describe the mood of the soldiers *in omnium vultu*: the desperation affects everybody	AO3 4	Accept any **two** points and award up to **two** marks each. Assess against point-by-point marking grid below. Style **and** content points should be accepted

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

6			Answers may include: *multo angustiorem*: use of *multo* (much) to qualify the comparative to show how narrow the pass is / comparative *angustiorem* to show the deterioration of the conditions *ita rectis saxis ut*: result clause (with such sheer rocks that…) emphasises the slopes facing the soldiers *aegre*: the soldiers could barely lower themselves down. *aegre* is suggestive of the difficulties facing the soldiers *iam*: use of *iam* together with *ante* to suggest how dangerous the situation was even before the landslip *in pedum mille*: scientific detail of the depth of the landslide *admodum*: to a full depth. *admodum* emphasises the full depth of the landslide *admodum altitudinem abruptus*: assonance of 'a' to emphasise the depth of the land-slide	AO3 4	Accept any **two** points and award up to **two** marks each. Assess against point-by-point marking grid below. **Style points only** should be accepted

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

7	(a)		It was the one section of rock / only place (1) over which it was possible to make a route (1)	AO2 2	'to make a way through the rocks' = 1 mark
7	(b)		Sympathy / sorry for them / impressed / they are strong / able / courageous / ingenious (1) they had so much work / chopping to do / they had found a way to split the rocks (1)	AO3 2	
7	(c)		The wind to rise / increase / to be at the right strength(1)	AO2 1	
7	(d)		the baggage animals and elephants / the animals (1) could be led down (1)	AO2 2	Some reference to 'down' must be included for the second mark

| 8 | | | *How positive a picture do we get of Pliny, Caesar, and Hannibal?*

Assess against criteria in the 10-mark grid (see below).

Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):

Pliny
• *Polite / courteous:* he addresses the emperor as 'sir' / he tells the emperor things he thinks will be of interest to him
• *Sycophantic / flattering:* he says that the delay meant that he could celebrate the emperor's birthday in the province / he says that celebrating the emperor's birthday in the province is auspicious
• *Rigorous / thorough*: he gives the emperor a lot of detail about where he travelled to, the problems they encountered, their method of travel etc.
• *Complaining / makes excuses*: he mentions the heat, the winds that affect his progress, a fever. This could come across as making excuses
• *Just / upholds the law*: he is investigating the finances of the city of Prusa
• *Realistic*: he understands how serious a matter the financial issues in Prusa are / he appreciates the need to investigate

Caesar
• *Good military planner*: he thinks about the best place for disembarking. | 10

AO2=5

AO3=5 | |

- *Leadership skills*: he calls together the legates and tribunes and advises them what he wants done
- *High expectations*: Caesar advises his officers that everything must be done the instant the order is given
- *Not fully prepared*: his ships were too big to be stationed anywhere except deep water, which made disembarking the ships difficult
- *Brave / fearless*: he is prepared to attack Britain, even though the soldiers are in an unfamiliar situation and they are in a dangerous situation with a heavy load and in deep water
- *Unlucky (occasionally)*: Caesar states that he was unlucky in just one instance in this episode, as the cavalry had not been able to hold their course so did not reach Britain

Hannibal
- *Good tactician*: Hannibal took elephants on the expedition which kept them safe from the enemy as the enemy were frightened of getting close to them
- *Understanding*: after they reached the summit, he gave the exhausted soldiers two days' rest
- *Inspirational*: Hannibal pointed out Italy to his soldiers from a viewpoint and told them they were climbing over the walls of Italy and Rome / inspirational speech
- *Foolhardy*: taking the army over the Alps along precipitous paths amid snow and landslides does not take the safety of his troops into consideration
- *Ingenious*: Hannibal breaks up the rock by heating it up and pouring vinegar
- *Successful*: Hannibal conquered the Alps in just fifteen days

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

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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