



Oxford Cambridge and RSA

GCSE

Latin

J282/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for June 2023

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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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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 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 posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

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 or the RM Assessor messaging system, or by email.
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 a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:










- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

- 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.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
- 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.
- 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 (may be used, but sparingly)
	Cross (use very sparingly, to indicate something to which you are not giving credit / more serious error in translation questions)
	Extendable horizontal line (inconsequential error in translation questions)
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the longer answer)
	Harmful addition
	Repeated or consequential error
	Omission mark (use in translation questions for major error omission / partial answers in extended writing questions)
	Use on an extra page or in white space to show that candidate material has been seen and considered
	Blank Page: mark any page that is blank

Question		Answer	Mark	Guidance
1	(a)	he was afraid (1) about the opinion of others / them / all / what everyone / others / they would think (1)	AO2 2	Allow: he did not want (1) everyone to think him not to be brave (1)
1	(b)	<i>pilum</i> (1) spear / javelin / dart (1)	AO2 2	Allow 'spears' in the plural
1	(c)	they covered / protected him with their shield(s) (1) they hurled their weapon(s) (at the enemy / Pullo) (1) they did not give him the opportunity / did not allow him / stopped him / to retreat / escape (1)	AO2 2	Any two of the answers Allow 'attacked' for the second answer

Question		Answer	Mark	Guidance						
2		<p><i>quanto /... tanto</i>: the more ... the more, conveys the worsening / dire situation; allow references to possible exaggeration</p> <p><i>(in) dies</i>: the situation got worse each day</p> <p><i>gravior / asperior</i>: use of comparatives / pairing conveys how the situation was deteriorating</p> <p><i>maxime</i>: superlative conveys how desperate the lack of defenders was</p> <p><i>maxime ... magna ... militum</i>: alliteration of 'm' to convey the danger / difficulties faced</p> <p><i>magna parte</i>: a great part of the soldiers was wounded</p> <p><i>magna ... paucitatem</i>: contrast between number of soldiers wounded and the few defenders remaining</p> <p><i>crebriores</i>: comparative conveys the increasing frequency</p> <p><i>litterae / nuntique</i>: their desperation can be seen as they send (more) letters / messengers to Caesar asking for help; tautology⁴</p> <p><i>Caesarem</i>: Caesar is their only hope now²</p> <p><i>mittebantur</i>: use of imperfect suggest frequency</p>	<p>AO3 4</p>	<p>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</p> <table border="1"> <tbody> <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> </tbody> </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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0	point is not valid, or none are drawn									

Question		Answer	Mark	Guidance
3	(a)	he was afraid / worried / concerned (of the danger) (1)	AO2 1	Allow: it was dangerous / there was a danger Allow: references to 'he had been offered / promised reward(s)'
3	(b)	the spear / message (1) got stuck in a tower / turret (1) or it went unnoticed (1) until the third day / for two days (1)	AO2 2	Allow: BOD 'for three days'
3	(c)	the spear / message / it was seen / spotted / caught sight of / noticed / found (by a soldier) (1) and carried / brought / taken to Cicero / the commander / general / the headquarters (1)	AO2 2	
3	(d)	the message got to Cicero / the message was read out / they finally heard from Caesar / Caesar motivated the soldiers (1) it filled the soldiers with joy / they knew they would now be rescued / safe / help was coming / Caesar boosted their morale / Caesar made them more courageous (1)	AO3 2	Allow a range of answers so long as the candidate has clearly understood the Latin

Question		Answer	Mark	Guidance
4		<p>How does Tacitus make the speech of Boudicca rousing and dramatic?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • the description of the Romans; <p><i>eo ... ut</i>: result clause shows how far the Roman behaviour has deteriorated</p> <p><i>provectas</i>: promotion of the verb to emphasise the depravity of the desires of the Romans</p> <p><i>cupidines</i>: lusts / desires. Powerful, sexual word to indicate the depravity of the Romans</p> <p><i>ne ... quidem</i>: emphasises the fact that nobody was off limits for the Romans to abuse</p> <p><i>adesse</i>: promotion of the verb to emphasise the presence of the gods</p> <p><i>deos</i>: the gods were on the Britons' side to ensure that they got revenge</p> <p><i>iustae vindictae</i>: the Britons were being wronged and deserved vengeance</p> <p><i>cecidisse</i>: promotion of the verb to emphasise the slaying of the legion</p> <p><i>ausa sit</i>: a legion had dared to fight them and it had been slain. Fighting the Britons is foolhardy.</p> <p><i>ceteros castris occultari ... circumspicere</i>: alliteration of 'c' and 't'. Suggestive of contempt towards the Romans, their fear</p> <p><i>fugam circumspicere</i>: implies that the Romans were desperately looking around for an escape</p> <p><i>circumspicere</i>: short syllables mimic the running away of the Romans</p>	AO3 8	

Question	Answer	Mark	Guidance
	<p><i>strepitum ... clamorem</i>: tautology to emphasise the noises the Romans cannot endure</p> <p><i>ne ... nedum</i>: repeated negative, in emphatic position, conveys Boudicca's opinion that the Romans will not be successful against the Britons</p> <ul style="list-style-type: none"> • how the speech encourages the Britons to fight. <p><i>si ... si</i>: repeated if clause to emphasise what the Britons should weigh up in their minds</p> <p><i>copias ... causas</i>: alliteration of 'c' to draw attention to the key words in these phrases – the things the Britons should weigh up in their minds</p> <p><i>expendent</i>: metaphor – they must weigh up in their minds what they want</p> <p><i>vincendum ... cadendum</i>: two gerundives of obligation in emphatic position to emphasise the message of Boudicca</p> <p><i>mulieri ... viri</i>: contrast / antithesis / alliteration of 'ri'. Contrast of the attitude of a woman, ie Boudicca, and of the troops.</p> <p><i>mulieri destinatum: viverent viri</i>: chiasmus to emphasise the contrast between Boudicca's attitude and that of the troops</p> <p><i>viverent viri et servirent</i>: alliteration of 'v' to draw attention to this key message about not fighting and becoming slaves</p> <p>Assess against criteria in the 8-mark AO3 grid (see below).</p>		

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"> • 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 <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"> • 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 <p><i>The response is well structured with a clear line of reasoning.</i></p>
2	3-4	<ul style="list-style-type: none"> • 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 <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"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <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>Assess against criteria in the 5-mark AO2 grid (see below).</p> <p><i>imbelles inermes cessuros statim ubi ferrum virtutemque vincentium toties fusi adgnovissent. etiam in multis legionibus paucos qui proelia profligarent; gloriaeque eorum accessurum quod modica manus universi exercitus famam adipiscerentur.</i></p> <p>Suggested translation:</p> <p>Unwarlike, unarmed, they would give way immediately when they, routed so often, had recognised / recognise the sword and valour of conquerors. Even in the case of many legions, it was a few who decided battles; and the fact that a small band of men were obtaining the fame of the whole army would add to their glory.</p>	<p>AO2 5</p>	<p>Inconsequential error: omission of <i>statim</i> omission / mistranslation of <i>etiam</i> omission / error of <i>eorum</i></p> <p>Serious error: All other omissions and errors</p> <p>Allow: <i>toties</i>: allow the following translations: often / several times / many times <i>proelia</i>: allow singular <i>gloriaeque</i>: omission of 'and' <i>gloriaeque eorum accessurum</i>: allow translation in the passive voice</p> <p>Maximum of 4 serious errors for 3 marks More than 4 serious errors equate to max 2 marks For 2 marks, at least one full phrase must be translated correctly. At least 4 words with the correct meaning for 1 mark</p>

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						
6		<p><i>ne ... quidem</i>: use of 'not even' to emphasise the fact that women were slaughtered by the Romans</p> <p><i>etiam</i>: even the beasts of burdens were killed</p> <p><i>confixa ... corporum cumulum</i>: alliteration of 'c' to emphasise the violence; the sound of slaughter is conveyed</p> <p><i>corporum cumulum auxerant</i>: graphic imagery to show how many corpses there were</p> <p><i>clara</i>: promotion of adjective to emphasise the outstanding glory won by the Romans</p> <p><i>antiquis victoriis par</i>: contrast with previous victories</p> <p><i>octoginta milia ... quadringentis</i>: details of numbers of casualties; scientific detail; perhaps hyperbole</p> <p><i>minus ... milia ... militum</i>: alliteration of 'm' conveys the sadness / drama</p> <p><i>Boudicca vitam veneno finivit</i>: short sentence draws attention to the swift end of Boudicca and is perhaps even dismissive of her</p> <p><i>vitam veneno</i>: alliteration of 'v' to suggest dislike of Boudicca, or to emphasise her premature end</p> <p><i>finivit</i>: reference to the death of Boudicca is left to the end</p>	<p>AO3</p> <p>4</p>	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. Only style points should be accepted</p> <table border="1"> <tbody> <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> </tbody> </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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Question		Answer	Mark	Guidance
7	(a)	sad / upset / rejected / embarrassed / confused (1) his wife has rejected him / snubbed him / is refusing to obey him / did not sit with him / would not eat the food (1)	AO3 2	Allow a range of answers so long as the candidate has clearly understood the Latin Do not allow references to 'not sleeping with him'
7	(b)	Quintus was gentle / kind / considerate / well-behaved / calm / easy-going (1) Pomponia / she was savage / harsh / mean / rude / critical (1)	AO2 2	References to Quintus being in the right and Pomponia being in the wrong = 1 mark
7	(c)	The next day (1) in the morning (1) the next morning (1)	AO2 1	Allow any of the three answers
7	(d)	Pomponia didn't want to sleep with him / spend the night with him / Quintus (1) she showed the same behaviour as Cicero had seen / before (1)	AO2 1	Give credit for either answer

Question	Answer	Mark	Guidance
8*	<p>‘There is plenty to interest the reader in the texts of Caesar, Tacitus and Cicero.’</p> <p><i>To what extent to do agree with this statement?</i></p> <p><i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i></p> <p>Caesar: <i>historical interest:</i> the text of Caesar is taken from his <i>Gallic Wars</i>. The historical subject matter, and the autobiographical information on Julius Caesar is particularly interesting <i>rivalry of the characters:</i> interesting rivalry between Pullo and Vorenus <i>direct speech:</i> reading the actual words of the characters makes it more vivid and adds to the interest <i>military techniques:</i> the reader can learn about the fighting techniques of the Roman army <i>ingenuity of Caesar:</i> the spear with the message attached is an ingenious way of getting help <i>emotions / feelings of the soldiers:</i> the reader sees the hopes, fears and joy of the soldiers as they are first in difficulty and then realise help is on its way <i>happy ending:</i> the Romans are successful in getting their message across</p> <p>Tacitus: <i>History of Roman Britain:</i> the resistance of the Britons against the Romans is interesting</p>	<p>AO2=5</p> <p>AO3=5</p>	<p>Candidates who refer to only two texts score a maximum of 8 marks.</p>

Question		Answer	Mark	Guidance
		<p><i>underdogs</i>: the success of the underdogs, here the Britons, fighting against an occupying force is interesting to read</p> <p><i>specific details</i>: the specific numbers of casualties on both sides are interesting for the reader</p> <p><i>direct speech</i>: reading the actual words of the characters makes it more vivid and adds to the interest</p> <p><i>key moment in British history</i>: this was a pivotal moment of British history. If the Britons had won, history could have been very different</p> <p><i>female leader</i>: a female leader, such as Boudicca, was a rarity in the ancient world. She is an interesting character to read about</p> <p><i>speeches of the leaders</i>: the speeches of Boudicca and Suetonius, although in indirect speech, give an interesting insight into the motivations of both sides</p> <p><i>bias</i>: the text is written by a Roman for a Roman audience and is therefore from a Roman point of view. Nevertheless, Tacitus is balanced in his writing</p> <p>Cicero:</p> <p><i>marriage and relationships</i>: interesting topic concerning a private relationship</p> <p><i>insight into the lives of women in the Roman world</i>: we get an insight into the lives of women. Women are unrepresented in Latin literature which makes their inclusion here more interesting</p> <p><i>personal life of Cicero</i>: interesting to see the family life of one of Rome's greatest statesmen</p>		

Question		Answer	Mark	Guidance
		<p><i>personal letter</i>: interesting to hear the personal feelings of Cicero concerning a private matter</p> <p><i>direct speech</i>: reading the actual words of the characters makes it more vivid and adds to the interest</p> <p>Assess against criteria in the 10-mark grid (see below).</p>		

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"> • 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) <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"> • 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) <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"> • 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) <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"> • 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) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> • 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) <p><i>The information is communicated in an unstructured way</i></p>

0= No response or no response worthy of credit

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