



Oxford Cambridge and RSA

**GCSE**

**Latin**

**J282/03: Prose Literature B**

General Certificate of Secondary Education

**Mark Scheme for June 2023**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2023

**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.

8. 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.
9. 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.
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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
	Extendable horizontal line (more serious 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 / partially correct answer
	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 looking for) remedy / remedies (1) for his poverty (1)	<b>AO2</b> <b>2</b>	Allow <b>1 mark</b> for money / earnings / job / something to replace his travel allowance, etc
1	(b)	he was standing on a stone / rock (1) he was proclaiming / shouting in a loud / great / big voice (1)	<b>AO2</b> <b>2</b>	Do not allow 'sitting' on a stone Do not allow 'speaking' – some rendering of the <i>prae</i> must be made. Require 'great / big' with voice Allow 'loudly' for <i>magna voce</i>  Allow a range of meaning for <i>praedicebat</i> .
1	(c)	a person passing by / a passer-by / someone walking past etc. (1)	<b>AO2</b> <b>1</b>	Do not allow 'bystander' Do not allow 'who had gone past' because of tense.
1	(d)	surprised / incredulous / ignorant / amused / humorous / sarcastic / arrogant / confused (1)  he thought it was impossible for the dead to run away / he didn't understand why the dead needed a guard (1)	<b>AO3</b> <b>2</b>	1 mark for any sensible feeling  Allow any brief explanation or reason that demonstrates that the candidate has understood the situation. Some reference to the 'dead' is necessary for 2 marks.

Question	Answer	Mark	Guidance						
2	<p><i>iam primum</i>: suggests this is the first of several things he has got to do (choice of word / word order)</p> <p><i>totam noctem</i>: choice of word / word order suggests totality, ‘for the whole night’, there is no time to relax at all</p> <p><i>iam primum... semper... usquam</i>: variety of words which suggest length of time required to be vigilant</p> <p><i>acies</i>: word choice ‘focus’ / ‘pupil of eye’ suggests how sharply he needs to look and pay attention</p> <p><i>eximie</i>: use of strong word choice, ‘exceedingly’, ‘uncommonly’ to demonstrate the unusual level of care required to be on guard</p> <p><i>vigilandum ...devertenda</i>: use of / repetition of gerundives of obligations to emphasise what he must do</p> <p><i>apertis et inconivis oculis ... intentis</i>: use of adjectives / tricolon / pleonasm / assonance to emphasise that he must keep his eyes open</p> <p><i>semper</i>: his eyes must always be on the body</p> <p><i>oculis ... intentis</i>: the enclosing word order of <i>oculis ... intentis</i> creates a picture of the eyes encompassing the body (<i>cadaver</i>)</p> <p><i>nec usquam</i>: he cannot turn his gaze away anywhere else</p> <p><i>pessimae</i>: superlative to convey the evil nature of the witches</p> <p><i>illae pessimae sagae</i>: sound / assonance / sibilance draws attention to the wicked witches</p> <p><i>latenter</i>: the witches creep up secretly</p> <p><i>arrepant</i>: word choice ‘creep’ suggestive of the devious nature of the witches</p>	<p><b>AO3</b></p> <p><b>4</b></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. <b>Style points only</b> should be accepted</p> <table border="1" data-bbox="1350 368 2074 715"> <tr> <td data-bbox="1350 368 1420 520">2</td> <td data-bbox="1420 368 2074 520">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 data-bbox="1350 520 1420 667">1</td> <td data-bbox="1420 520 2074 667">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 data-bbox="1350 667 1420 715">0</td> <td data-bbox="1420 667 2074 715">point is not valid, or none are drawn</td> </tr> </table> <p>Do not allow reference to asyndeton here “<i>et...nec</i>”</p> <p>Latin quotations should be focused on the point being made. Overly long / vague quotations should not be credited.</p> <p>A correct and focused quotation <u>with</u> correct translation, but not supported by correct analysis = 1 mark</p>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin								
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin								
0	point is not valid, or none are drawn								



Question		Answer	Mark	Guidance
		<p><i>in quodvis animal</i>: suggests the power of the witches to turn themselves into any shape / word choice expresses the uncertainty of what form the witches will come</p> <p><i>forma... conversa</i>: enclosing word order suggests completeness of witches' disguise</p>		

Question		Answer	Mark	Guidance
3*		<p>Assess against criteria in the 8-mark AO3 grid (see below).</p> <p><b>How does Apuleius make the meeting of Thelyphron and the weasel dramatic in this passage?</b></p> <p>Answers may include:</p> <ul style="list-style-type: none"> <li> <b>the behaviour of the weasel;</b>  <i>repente</i>: the suddenness of the weasel's arrival  <i>intreopens</i>: choice of vocabulary. The weasel 'creeping' in furtively / suddenly  <i>repente intreopens</i>: assonance draws attention to sudden entrance of weasel  <i>mustela</i>: weasels were associated with witches. The arrival of the animal is strange and dramatic  <i>cumulatior cum ... contra me constitit</i>: alliteration / sound of the weasel. The weasel dramatically stops right opposite him  <i>contra</i>: word choice suggests hostility  <i>contra me... in me...</i>: repetition of <i>me</i> to suggest that he feels threatened by the weasel  <i>mustela</i>: delayed in clause to keep suspense of what will appear  <i>oculosque in me fixit</i>: enclosing word order reflects the fact that he is trapped in the weasel's gaze / word choice to show intensity of the stare / image or reversal of predator and prey  <i>tanta ... tantulo</i>: repetition / play on words / alliteration to contrast the size of the weasel and its huge confidence  <i>vertit et exit</i>: short phrases indicates speed of departure  <i>protinus</i>: the weasel leaves at once. The drama ends at once, but the audience expects there will be more </li> </ul>	<b>AO3</b> <b>8</b>	<p>Candidates do not need to use technical terms for rhetorical or literary devices. It is sufficient to explain the literary effect without reference to terminology.</p> <p>For the top level, there should be very good engagement with the question, and good development of points; candidates who do not satisfy these requirements should not score in level 4 (7-8 marks) irrespective of the number of points made.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <b>the effect the weasel had on Thelyphron.</b></li> </ul> <p><i>autem</i>: contrasts his earlier bravado and his current fears</p> <p><i>formido</i>: powerful word showing the extent of his fear</p> <p><i>cumulatior</i>: the comparative shows that his fear is increasing</p> <p><i>turbavit</i>: choice of vocabulary. Conveys the turmoil of his mind</p> <p><i>animum</i>: word order to show the effect the weasel has had on his mind</p> <p><i>denique</i>: the shock is such that it takes him a while to speak out</p> <p><i>abi ... abi</i>: repetition / the direct speech increases the drama</p> <p><i>abi</i>: use of imperatives Attempt to show his authority</p> <p><i>scelestia bestia</i>: sibilance / assonance / sound effect conveys his attempts to show authority / humour as the harmless creature is called wicked / personification of the weasel as a criminal / promotion of adjective</p> <p><i>vim celeriter experiaris</i>: dramatic threats towards the weasel</p> <p><i>sine mora ... repente</i>: use of two phrases shows the effect of the animal is immediate</p> <p><i>repente... repente</i>: repetition highlights the sudden appearance of weasel and the sleep, that they are connected somehow</p> <p><i>sine mora somnus</i>: sibilance shows him drifting off to sleep</p> <p><i>demergit</i>: metaphor / 'plunged' word choice suggests he's completely overcome by sleep and powerless</p> <p><i>ne ... quidem</i>: not even Apollo could tell if he was alive or dead</p> <p><i>deus ... Delphicus</i>: elevates the episode, perhaps comically. Use of mythology adds to the drama</p>		

Question		Answer	Mark	Guidance
		<i>magis mortuus</i> : alliteration / mournful sound / comic turn of phrase		

### 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
4	(a)	with his finger (1)	AO2 1	Do not allow plural 'fingers'
4	(b)	<b>either:</b> <i>sagacissimus</i> (1) = very / most keen-witted / shrewd  <b>or:</b> <i>exsertam</i> (1) = alert / intense / intensive / careful / diligent	AO2 2	Only one word of Latin allowed. Superlative of <i>sagacissimus</i> must be translated.  Both Latin words must be translated as adjectives, <b>not</b> adverbs.  Both Latin word and English translation must be focused as in MS.
4	(c)	the witches were seeking / eager for / wanted (1)  the remains / parts of the body (1)	AO2 2	But also allow 'standing over' / 'threatening' for <i>imminentes</i>  Require reference to the 'face / bits / ears / remains / parts', etc. of a body
4	(d)	they were not able to deceive / overcome / fool (1)  his / Thelyphron's attention / diligence / effort / keen guard (1)	AO2 2	For full 2 marks, there should be reference to both the witches' deception, and his 'diligence' in candidates' answers.  NB. Paraphrased answers should be considered incomplete, e.g.:  "they were not able to deceive him" = 1 mark. "he was a careful guard" = 1 mark "he was able to stay awake" = 1 mark "unable to deter his gaze from the corpse" = 1 mark

Question		Answer	Mark	Guidance						
5		<p><i>perterritus</i>: he is described as terrified</p> <p><i>his dictis perterritus temptare</i>: alliteration of 't' to convey his panic</p> <p><i>prehendo</i>: he grabs his nose. The choice of word conveys his panic as he checks his face</p> <p><i>sequitur / deruunt</i>: short phrases to convey the fact that parts of his face are dropping off as he touches them</p> <p><i>directis digitis denotat</i>: alliteration to convey the noise of the crowd identifying him</p> <p><i>digitis et nutibus</i>: he is the centre of attention being pointed out with fingers and nods</p> <p><i>inter pedes</i>: he is crawling on the ground to try and escape the attention of those standing around</p> <p><i>prehendo; sequitur; pertracto; deruunt</i>: asyndeton / parallelism / pairing / short phrases convey panic / desperation of his inspection</p> <p><i>frigido (sudore)</i>: his terror has brought on a cold sweat</p> <p><i>defluens</i>: he is dripping with sweat, such is his panic</p> <p>Historic present throughout (eg. <i>incipio...effugio</i>). This brings to life the panic of Thelyphron</p>	<p><b>AO3</b></p> <p><b>4</b></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. Style <b>and</b> content points should be accepted</p> <table border="1"> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td>0</td> <td>point is not valid, or none are drawn</td> </tr> </table> <p>A correct and focused quotation <u>with</u> correct translation, but not supported by correct analysis = 1 mark</p>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin									
1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin									
0	point is not valid, or none are drawn									

Question		Answer	Mark	Guidance
6	(a)	to get / look for / buy / he wanted a / some garden(s) / parks / grounds / land / estate(s) (1)	<b>AO2</b> <b>1</b>	Allow singular or plural for <i>hortulos</i>
6	(b)	so he could invite his friends / have friends over (1)  so he could amuse himself / have fun without interruptions / without intruders / on his own / without being disturbed (1)	<b>AO2</b> <b>2</b>	'without interruption' must be with the 'to amuse himself'
6	(c)	sad / disappointed / frustrated / angry / determined / jealous / confused (1)  that the gardens were not for sale / going to make a greater effort to buy them / someone else had the gardens / not sure why he couldn't buy the gardens (1)  <b>OR</b>  happy/relieved/consoled (1)  he could nonetheless enjoy the gardens / he could use them without having to buy them (1)	<b>AO3</b> <b>2</b>	Accept any <b>one</b> feeling and <b>one</b> reason for that feeling

Question		Answer	Mark	Guidance
7		<p>Assess against criteria in the 5-mark AO2 grid (see below).</p> <p><i>venit ipse mature; cumbam nullam videt. quaerit a proximo vicino num feriae piscatorum essent. 'nullae, quod sciam' inquit 'sed hic piscari nulli solent. itaque heri mirabar quid accidisset.' iratissimus Canius; sed quid faceret?</i></p> <p><b>Suggested translation:</b></p> <p>He himself comes / went early; he sees no (fishing) boat(s). He asks his closest / next door neighbour whether there is a holiday of/for the fishermen. '(There is) None / no holiday / not as far as / which I know' he said, but none are accustomed to / usually fish here. Therefore I was surprised yesterday at what (had) happened.' Canius was very angry; but what could he do?</p>	<p><b>AO2</b> <b>5</b></p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p><b>Inconsequential errors:</b> None.</p> <p><b>Serious errors:</b> <i>feriae piscatorum</i> as “fishing holiday” All omissions and errors.</p> <p><b>Allow:</b> holidays (plural)</p> <p>Past tense for present historic <i>but</i> if there is inconsistency of tense (i.e., mixing past with present tenses) = 1 serious error.</p> <p>'I was surprised at what happened yesterday' (<i>heri</i> taken with <i>accidisset</i>) is allowed.</p> <p>Allow range of superlatives for <i>iratissimus</i>, e.g., “absolutely furious”, etc.</p> <p>Maximum of <b>4 serious</b> errors for <b>3 marks</b> More than <b>4 serious</b> errors equate to max <b>2 marks</b> <b>For 2 marks, at least one full phrase must be translated correctly.</b> At least <b>4 words</b> with the correct meaning for <b>1 mark</b></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
8		<p><b>How do Apuleius and Cicero maintain the interest of the reader in the stories <i>sagae Thessalae</i> and <i>Pythius</i>?</b></p> <p><i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i></p> <p><b><i>Sagae Thessalae</i></b></p> <ul style="list-style-type: none"> <li>• <i>Subject matter</i>: witches and the supernatural make for an interesting story</li> <li>• <i>Milesian story</i>: reference to the Milesian story indicates an entertaining anecdote</li> <li>• <i>Foreshadowing</i>: the instructions of the old man to Thelyphron foreshadow what is going to happen later. This adds to the tension.</li> <li>• <i>Use of direct speech</i>: this makes the story more vivid and makes the reader feel like by-stander to events taking place (NB. an example of this should be given)</li> <li>• <i>Tension</i>: the story about Thelyphron guarding the corpse is kept unresolved until the last story has been told / how he's going to get by in his poverty</li> <li>• <i>Sinister details</i>: there are spooky, supernatural details, eg the nocturnal watch over the corpse, the appearance of the weasel</li> <li>• <i>Macabre / vivid description</i>: the mutilation of Thelyphron is graphic in its detail / witches devouring bodies</li> </ul>	<p><b>AO2=5</b></p> <p><b>AO3=5</b></p>	<p>Candidates who refer to only one author can get a maximum of 6 marks.</p> <p>For the top level (9-10) detailed knowledge and understanding with specific reference to the text is expected, along with overall well-argued response.</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• <i>Sexual intrigue</i>: the details about the adultery of the new wife adds an added dimension of sexual intrigue</li> <li>• <i>Fast-moving plot</i>: the plot is fast-moving with several different events and twists</li> <li>• <i>Humour</i>: there is some humour in the story, e.g. the comparison between the two Thelyphrons and which of the two was more dead / humorous threats at the weasel</li> <li>• <i>Variety of characters</i>: wide array of characters / relatable characters which makes the narrative engaging, Zatchlas, the old man, Thelyphron, etc.</li> <li>• <i>Use of the supernatural</i>: witches when they change their shape; etc.</li> <li>• <i>Greek name of Thelyphron</i>: added linguistic dimension adds to the humour of his character</li> </ul> <p><b>BUT:</b></p> <ul style="list-style-type: none"> <li>• <i>Confusing</i>: there seem to be two stories combined, which makes for a confusing narrative</li> <li>• <i>Shallow character</i>: Thelyphron is little more than a vehicle for the telling of the story</li> </ul> <p><b>Pythius</b></p> <ul style="list-style-type: none"> <li>• <i>Didactic / moral to the story</i>: Canius gets his just deserts. The reader is satisfied when things do not work out well for him</li> </ul>		

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• <i>Anecdotal style</i>: the story-telling, anecdotal style makes this a story that is easy to follow</li> <li>• <i>Charaterisation</i>: Canius and Pythius are foils for one another. Neither are good characters, but Canius appears to be the worse and he gets his just deserts</li> <li>• <i>Tension</i>: Cicero intentionally does not reveal what Pythius asks the fishermen to do. This makes the reader want to read on to find out how Canius is deceived</li> <li>• <i>Good ending</i>: the story ends with the short phrase 'but what could he do?' This effectively sums up the situation of Canius. He realises too late that he has been duped but there is nothing that he can do</li> </ul> <p><b>BUT:</b></p> <ul style="list-style-type: none"> <li>• <i>Limited characterisation</i>: the characters are very limited and there is little development</li> <li>• <i>Morals</i>: a bad man (Canius) has been duped, but it is not very satisfying as another morally corrupt man has made money at his expense</li> </ul> <p><b>Assess against criteria in the 10-mark grid (see below).</b></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"> <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> <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> <li>• very limited knowledge and understanding of the set text (AO2)</li> <li>• a very limited response to the question with very limited reference to the set text (AO3)</li> </ul> <p><i>The information is communicated in an unstructured way</i></p>

0= No response or no response worthy of credit

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit

 [ocr.org.uk/qualifications/resource-finder](https://ocr.org.uk/qualifications/resource-finder)

 [ocr.org.uk](https://ocr.org.uk)

 [Twitter/ocrexams](https://twitter.com/ocrexams)

 [/ocrexams](https://twitter.com/ocrexams)

 [/company/ocr](https://www.linkedin.com/company/ocr)

 [/ocrexams](https://www.youtube.com/ocrexams)



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

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