

GCSE (9–1)

Latin

J282/03: Prose Literature B

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
	Blank Page
	Benefit of doubt
	Unclear
	More serious error in translation, error
	Inconsequential error in translation question
	Unclear, incomplete answer
	Relevance
	Correct answer, good point made in extended writing question
	Harmful addition
	Repetition
	Partial credit, incomplete point in extended writing questions or omission

12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance						
1	(a)	The belief (1) that he has received / been given poison by Piso / him (1)	AO2 2	Reference to Piso must be made for the second mark						
1	(b)	(i) remains of human bodies (1) spells (1) curses (1) the name of Germanicus inscribed in lead tablets (1) (half-burned) cremated remains / ash(es) (1) (other) evil objects (1)	AO2 2	Allow any two correct answers						
1		(ii) they are used to dedicate / consecrate souls (1) to the (gods of the) Underworld (1)	AO2 2	Reference to 'souls / spirits' must be made for the first mark.						
1	(c)	(they were accused) of waiting for the signs of the ill-health (of Germanicus) (1)	AO2 1							
2		<p><i>neque ... mortuus est</i>: Germanicus' end came quickly / short phrase puts his death in sharp focus</p> <p><i>ingenti luctu ... circumiacentium populorum</i>: the province and the surrounding peoples showed huge grief at his death</p> <p><i>indoluerunt</i>: promotion of the verb to show how great the grief was</p> <p><i>tanta</i>: emphatic position to emphasise how great Germanicus' qualities were</p> <p><i>in socios ... in hostes</i>: balanced phrases to show that Germanicus was equally kind to his allies and enemies. His good qualities make his death all the sadder.</p> <p><i>venerationem omnium</i>: he was respected by all.</p>	AO3 4	<p>Allow any two</p> <p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <p>NB: Content or style points should be credited.</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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		<p><i>vultum eloquentiamque ... formam</i>: by listing Germanicus' qualities, Tacitus increased the pathos.</p> <p><i>magno Alexandro</i>: he was compared to Alexander. The death of such a great man is a great loss</p>		
3		<p>Assess against criteria in the 8-mark AO3 grid (see below).</p> <p>Answers may include:</p> <p><i>ascendit</i>: promotion of verb shows Agrippina's determination to perform her duties for her dead husband</p> <p><i>cineribus...liberis</i>: the ashes of Germanicus and her children are mentioned, increasing the pathos</p> <p><i>miserantibus omnibus</i>: the pity for Agrippina is universal</p> <p><i>summa...pulcherrimoque</i>: superlative(s) are used to show her status and her perfect marriage, making her situation seem all the more terrible</p> <p><i>omnibus ... omnium</i>: repetition to emphasise the universal pity and respect shown to her</p> <p><i>incerta ultionis</i>: end of the sentence to emphasise the fact that she may never get revenge / justice. This adds to our sympathy for her</p> <p><i>Pisonem</i>: emphatic position and juxtaposition with <i>ultionis</i> to show that he is the guilty party</p> <p><i>gavisus</i>: inappropriate rejoicing by Piso</p> <p><i>caedit ... templa</i>: inappropriate behaviour; asyndeton to show the speed of his celebrations</p> <p><i>non modo ... sed etiam</i>: balanced phrases to emphasise the fact that both Piso and Plancina are behaving badly. <i>etiam</i> suggests that Plancina's behaviour is even more unbecoming</p> <p><i>gavisus ... gaudio</i>: repetition to show the extent of their rejoicing</p> <p><i>quamquam ... altius</i>: contrast between the outward signs of grief and the grief that was felt in their hearts.</p>	AO3 8	

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

4		<p>Assess against criteria in the 5-mark AO2 grid (see below).</p> <p>Suggested translation:</p> <p><i>The defence faltered on the rest of the charges; for neither the bribery of the soldiers nor the injustice against the province, not even the insults against the general / emperor, could be denied: only the charge of poisoning was Piso able to refute. But at the same time the voices of the people were heard in front of the senate house / court-house.</i></p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Inconsequential error: Omission / mistranslation of <i>nam</i> Omission / mistranslation of <i>at</i> Omission / mistranslation of <i>ne...quidem</i></p> <p>Serious error: All other omissions and errors</p> <p>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</p>
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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.

Question		Answer	Mark	Guidance		
5	(a)	frightened / lonely / desperate / hopeless / miserable / sad (1) nobody was helping him / he had been abandoned by everyone / he realised that he would be found guilty / even his wife has now distanced herself (1)	AO3 2	Allow a wide range of answers		
5	(b)	He appeared to be thinking about / preparing his defence (1)	AO2 1	Allow 'writing his defence'		
5	(c)	Latin word phrase: <i>multam post noctem / noctem</i> (1) English word: after much of the night / late at night / during the night / night (1)	AO2 2	Allow any reference to the night		
5	(d)	he / Piso / was found with his throat cut (1) and a sword (lying) on the ground (1)	AO2 2	For the second mark reference to the ground / floor must be made. Eg. 'he was found with a sword in his throat' = 1 mark		
6	(a)	Verania (1)	AO2 1	Do not penalise misspellings		
6	(b)	disgust / contempt / dislike / shock / anger / hatred (1) Reason: he is shameless / he is stealing from a sick woman / inappropriate / his behaviour is disgraceful since he was hated by V.'s family etc. (1)	AO3 2	Accept any reasonable response Allow reference to a 'negative feeling / response' for the first mark		
6	(c)	on which day (1) on which hour / the time she was born (1)	AO2 2	when she was born = 1 mark		
7		<i>componit / intendit / agit</i> etc: historic presents make the scene vivid, as if the reader is witnessing the events at first hand <i>componit ... , computat</i> : asyndeton / lack of conjunctions / listing increases the pace and emphasises the number of actions Regulus is doing here. <i>nihil</i> : short sentence increases the drama and suspense. The reader doesn't know what Regulus will do next <i>diu</i> : emphatic position to emphasise how long she is kept in suspense	AO3 4	Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. Only style points are to be given credit in this question <table border="1" data-bbox="1279 1241 2000 1393"> <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> </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
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		<p><i>habes ... expertus sum</i>: use of direct speech adds to the drama and makes the narrative seem more real <i>habes ... evades</i>: two verbs framing the sentences adds to the contrast and emphasises the differing circumstances Verania will experience <i>climactericum</i>: obscure / dramatic word to convey the difficult situation Verania is in</p>		<table border="1"> <tr> <td data-bbox="1272 132 1346 280">1</td> <td data-bbox="1346 132 2011 280">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="1272 280 1346 328">0</td> <td data-bbox="1346 280 2011 328">point is not valid, or none are drawn</td> </tr> </table>	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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8		<p>How do Tacitus and Pliny maintain the interest of the reader in their accounts about Germanicus, Piso, and Regulus?</p> <p>Assess against criteria in the 10-mark grid (see below).</p> <p><i>Arguments may include (AO3) and possible supporting evidence from the prescribed text (AO2):</i></p> <ul style="list-style-type: none"> • Interesting story-line / plot / important historical event <i>The Germanicus story is historically important and concerns the most senior political figures</i> • Interesting characters <i>Germanicus and Piso, Agrippina and Plancina are interesting particularly as they contrast effectively with one another. Regulus is a nasty piece of work, but an interesting character all the same</i> • Famous characters <i>The Germanicus and Piso story involves the emperor Tiberius and the most noble families in Rome</i> • Pathos / sympathy is aroused <i>The reader feels pity for Germanicus and his wife as well as Verania.</i> • Cinematic descriptions <i>The description of Agrippina's return to Italy with the ashes of her husband is cinematic in its</i> 	<p>10 made up of</p> <p>AO2=5</p> <p>AO3=5</p>	<p>Candidates who only refer to one of the texts can score a maximum of Level 3.</p>				

		<p><i>description giving a vivid picture of the crowds and the mourning</i></p> <ul style="list-style-type: none"> • Both authors make clear their own opinions <i>Tacitus makes clear his negative opinions towards Piso</i> <i>Pliny, by his use of language shows his outrage towards Regulus</i> • Fast pace of the story <i>The Germanicus and Piso story develops quickly, leading to its climax when Piso dies. Pliny's tale about Regulus is short and to the point, and easily holds the reader's interest</i> • Use of direct speech <i>Both texts use direct speech (the last words of Germanicus and the reassurances of Regulus to Verania). This makes the narrative more vivid and brings the passage to life</i> • Moral questions raised <i>The corruption of Piso and Regulus and the fact that neither succeeds makes the reader consider the moral implications of their actions</i> • Didactic element of Pliny <i>Pliny is using Regulus as an example of bad behaviour that should be avoided. It acts as a warning to the reader</i> • Literary style of the authors <i>The literary style of both authors (an example should be given) livens up the narrative and makes it easier and more pleasurable to read</i> • Murder mystery and unanswered questions in the Tacitus <i>At the end of the Germanicus and Piso passage it is not clear how exactly Piso met his end. Was it suicide, forced suicide, or even murder? This mysterious element adds to the interest.</i> • Bad characters get their just deserts <i>The evil characters in both stories (Piso and Regulus) get their just deserts. This gives some satisfaction to the reader</i> 		
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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"> 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 occasionally 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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