

GCE

Latin

H443/03: Prose Literature

A Level

Mark Scheme for June 2022

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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 IN RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM 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.

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. The following Rubrics must be inserted into the Generic information under Point 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 should 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:
- 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 table:

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
	correct - comprehension questions and style of translation
	incorrect
	omission
	Incorrect (comprehension); major error (translation)
	Slight error
	Consequential error
	Repeated error

Guidance on assessing set-text translation

The general principle in assessing each section should be the **proportion** (out of 5) of sense achieved. Assessors award up to 5 marks according to the following grid:

Marks	Description
5	Accurate translation with one slight error allowed
4	Mostly correct
3	More than half right
2	Less than half right
1	Little recognisable relation to the meaning of the Latin

0 = no response, or no response worthy of credit

One approach for each section is given. Acceptable alternatives will be illustrated during Standardisation, but examiners should assess on its own merits any approach that satisfactorily conveys the meaning of the Latin – the crucial consideration being the extent to which every Latin word is satisfactorily rendered in some way in the English.

Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed in the section is the **only** consideration. The determination of what constitutes a 'slight' or 'major' error is only necessary when it is the only error in a section; this distinction will then determine whether a mark of 5 or 4 is appropriate.

The classification below should be seen only as a general guide, the intention of which is to maintain standards year-on-year. Lead markers should consider each instance on its own merits, in the context of the passage and the section. Some errors may be regarded as 'major' if they appear in a relatively short and straightforward section, whereas in longer or more complex sections they are more likely to be a 'slight' error.

The final decisions on what constitutes 'slight' and 'major' errors will be made and communicated to assessors during the standardisation process, after full consideration of candidates' responses, and these decisions will be captured in the final mark scheme for examiners and centres.

1. **Wrong past tenses** are generally considered a 'slight' error, but other tense errors are 'major'.
Allowance must be made for other differences of idiom between Latin and English:
e.g. *ubi venerunt*: 'when they had come' would be correct; similarly 'when they came' for *cum venissent*.
Note also that Perfect Participles can often be appropriately translated as Present.
Where there are Historic Presents, the candidate should **consistently** use the Past or Present; if the candidate is inconsistent, the error should be counted once only, as a 'slight' error.
If a candidate repeatedly makes the same error of tense, the error should be counted once only.
2. **Vocabulary errors** that are close to the right meaning are 'slight' errors; any wrong meaning that alters the sense is 'major': e.g. *amicis suasit*: 'he persuaded his friends' would be a 'slight' error; 'he spoke to his friends' would be 'major'.
3. **Omission of words** is generally a 'major' error. Omission of connectives (e.g. *sed, autem, tamen, igitur*) that do not significantly affect the sense is usually a 'slight' error. Frequently occurring omissions should be categorised at Standardisation.
4. **Errors of number** are usually 'major', but where the difference is minimal, they are 'slight': e.g. *vinis consumptis*: 'the wine having been consumed'.
Sometimes they can be ignored altogether: e.g. *haec dixit* 'he said this'; *maximi labores* 'very great work'; *curae iraeque* 'anxiety and anger'. Each instance should be categorised at Standardisation.
5. **Errors of construction** are always "major", unless a construction has been successfully paraphrased: e.g. *promisit se celeriter adventurum esse*: 'he promised his swift arrival'.
6. **Errors of case** are always 'major', unless the containing clause has been successfully paraphrased: e.g. *tribus cum legionibus venit*: 'he brought three legions with him'.
7. **Change from active to passive** is allowable if the agent is expressed, or if the agent is omitted but the sense is not compromised.
If the agent is omitted and the sense is compromised, it is a 'slight' error.
e.g. *regem interfecerunt*: 'the king was killed' would be allowable if it were obvious from the preceding sentence who killed the king; if it were not clear who killed him, a 'slight' error should be indicated.

Guidance on applying the marking grids for the 15-mark extended response

This question focuses on candidates' ability to select relevant examples of content and language from the passage 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.

15-mark grid for the extended response question		AO3 = 15 marks = Critically analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	13–15	<ul style="list-style-type: none"> • very good engagement with the question • expresses a range of perceptive points, with very good development, leading to convincing conclusions, based on a range of well selected, accurate and precise examples from the passage. <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i></p>
4	10–12	<ul style="list-style-type: none"> • good engagement with the question • expresses a range of relevant points, with good development, leading to sound conclusions, based on well selected examples from the passage. <p><i>The response is logically structured, with a well-developed and clear line of reasoning.</i></p>
3	7–9	<ul style="list-style-type: none"> • some engagement with the question • expresses reasonable points, with some development, leading to tenable conclusions, based on a selection of some examples from the passage. <p><i>The response presents a line of reasoning which is mostly relevant and has some structure.</i></p>
2	4–6	<ul style="list-style-type: none"> • limited engagement with the question • expresses limited points, with little development, leading to a weak conclusion, which is occasionally supported by examples from the passage <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1–3	<ul style="list-style-type: none"> • very limited engagement with the question • expresses points which are of little relevance and supported with little evidence from the passage <p><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question		Content of answer	Marks	Guidance/ stylistic features
1	a	Curio	1 (AO2)	
	b	Cicero persuaded Curio's father to pay the son's debts (Curio had stood surety for Antony) thus releasing/freeing the young man (i.e. from his bankruptcy) by sacrificing of part of his family estate to have the father stop Curio and Antony being intimate / meeting again	4 (AO2)	
	c	he wouldn't have dared to abuse Cicero in the Senate if he didn't have armed guards	2 (AO2)	or sim. – e.g. 'too cowardly to insult Cicero openly' accept 'swords'
	d	Assess against criteria in the 5-mark grid (above) <i>sed iam stupra et flagitia omittamus: sunt quaedam quae honeste non possum dicere; tu autem eo liberior quod ea in te admisisti quae a verecundo inimico audire non posses. sed reliquum vitae cursum videte, quem quidem celeriter perstringam.</i>	5 (AO2)	<i>Specimen translation</i> But let us put to one side your sexual misdemeanours and disgraceful behaviour. There are things which I cannot speak of honourably; but you are the more unconstrained for the fact/because that you have committed (or 'allowed to be done to you') the sort of things which you could not (even) hear from a decent enemy. But look at the remaining course of his life, which indeed I shall touch upon quickly. Repeated/consequential errors should not be penalised. <i>perstringam</i> : accept 'brush over'

Question	Content of answer	Marks	Guidance/ stylistic features
e	<p>Assess against criteria in the 15-mark grid (above).</p> <p><i>Relevant points from the content of the passage</i></p> <p>Cicero mocks Antony's self-abasement in prostrating himself in front of Julius Caesar and begging he accept the crown</p> <p>Sarcastic questioning – was Antony begging to be a slave (if Caesar accepted kingship)?</p> <p>Slur on Antony – he 'endured' (<i>paterere</i>) all manner of things since his boyhood, so why not the state of slavery?</p> <p>Antony had no mandate or authority from the people to make such a gesture to Caesar</p> <p>More mockery of Antony's eloquence of speaking – this time, he was half-naked since only wearing the loin-cloth as he was dressed thus for the Lupercalia!</p> <p>Cicero believes his speech is pricking Antony and making him see sense – if indeed he has any shred of human emotion!</p> <p>Cicero fears he may be detracting from the glory of Caesar's assassins if he seems to imply that they did not complete the job by killing Antony too</p> <p>Cicero claims everyone agreed Caesar should have been killed – it is therefore scandalous for Antony to have offered the crown to such a man</p>	15 (AO3)	<p><i>Stylistic features of the language in the passage</i></p> <p><i>supplex te ad pedes abiciebas</i>: strong word choice of <i>supplex</i> at start of clause suggests Eastern method of prostration before rulers</p> <p><i>quid petens? ut servires?</i>: rhetorical questions underline Cicero's disbelief</p> <p><i>tibi uni peteres qui ita a puero vixeras ut omnia paterere, ut facile servires</i>: empathic placement of 'you alone' at beginning of sentence directs attention to Antony's selfish and unauthoritative actions; repetition of <i>servires</i> from previous sentence</p> <p><i>a nobis populoque Romano mandatum id certe non habebas</i>: rousing appeal to authority of Roman people against Antony</p> <p><i>o praeclaram illam eloquentiam tuam</i>: dramatic exclamation stresses the mockery</p> <p><i>cum es nudus contionatus!</i>: placement of adjective inside the verb highlights his half-naked state</p> <p><i>quid hoc turpius, quid foedius, quid suppliciiis omnibus dignius?</i>: tricolon of rhetorical questions + anaphora of <i>quid</i> stresses the indignity of Antony's actions</p> <p><i>haec te, si ullam partem habes sensus, lacerat, haec cruentat oratio</i>: repetition of <i>haec</i> draws attention to the wounds Cicero believes his speech inflicts</p>

Question	Content of answer	Marks	Guidance/ stylistic features
			<p><i>vereor ne imminuam summorum virorum gloriam:</i> consonance of m + n plus delay of <i>gloriam</i> until the end places weight on the illustrious glory of the assassins</p> <p><i>quid indignius quam vivere eum qui imposuerit diadema, cum omnes fateantur iure interfectum esse qui abiecerit?:</i> forceful final rhetorical question + hyperbole of <i>omnes</i> as Cicero relentlessly reinforces his main point</p>

Question		Content of answer	Marks	Guidance/ stylistic features
2	a	The legions of (Upper) Germany had mutinied / were demanding a new emperor / had broken oath of allegiance (or sim.)	1 (AO2)	Must be a reference to German army.
	b	<p>Assess against criteria in the 5-mark grid (above)</p> <p><i>maturavit ea res consilium Galbae iam pridem de adoptione secum et cum proximis agitantis. non sane crebrior tota civitate sermo per illos menses fuerat, primum licentia ac libidine talia loquendi, dein fessa iam aetate Galbae. paucis iudicium aut rei publicae amor.</i></p>	5 (AO2)	<p><i>Specimen translation</i></p> <p>This news hastened the plan of Galba who for a long time now had been deliberating with himself and his associates about the adoption (of a successor); indeed during those months there had not been a more frequent topic of conversation in the whole state, firstly because of the freedom and enjoyment/desire of talking about such things, and secondly because Galba was already in his feeble old age. Few had sound judgment or love of the state.</p> <p>Repeated/consequential errors should not be penalised.</p> <p><i>pridem</i>: accept 'previously'</p> <p><i>fessa aetate</i>: accept 'old and feeble'</p> <p><i>agitantis</i>: accept 'concerned about/anxious about'</p>
	c	<p>Many hoped to see one of their friends or clients appointed</p> <p>Resentment towards the increasingly powerful Titus Vinius</p> <p>Galba's friends hoped to exploit his amiability</p> <p>Their desires and open-mouthed greed led them to seek even more</p> <p>Galba was weak and gullible</p> <p>So they thought they could commit sins with less fear (as he would be likely to believe whatever they told him)</p>	6 (AO2)	Accept any 6 of these or other reasonable points

Question	Content of answer	Marks	Guidance/ stylistic features
	and they could gain greater profit (since he was too weak to thwart their greed)		
d	<p>Assess against criteria in the 15-mark grid (above).</p> <p><i>Relevant points from the content of the passage</i></p> <p>Galba is aware of the friendship of Otho and Vinius which adds a layer of intrigue, an air of suspicion</p> <p>The gossip of people who marked Otho and Vinius as son- and father-in-law is also engaging</p> <p>Galba in picking Piso is going to oppose Otho, and Tacitus believes Galba's actions were for the good of the state: authorial opinion on this rivalry is interesting</p> <p>The wavering fortunes of Otho under Nero show further rivalries in the past as Nero later sent Otho to Lusitania after using him to keep an eye on Poppaea</p> <p>Otho was the first to join Galba's party (that loyalty will change soon)</p> <p>The soldiers liked Otho, former members of Nero's court liked him: lots of supporters</p>	15 (AO3)	<p><i>Stylistic features of the language in the passage</i></p> <p><i>Vinio vidua filia, caelebs Otho, gener ac socer destinabantur</i>: balanced phrases + asyndeton make the rumours more vivid</p> <p><i>pueritiam incuriose, adolescentiam petulanter</i>: balanced phrases + asyndeton show Otho's poor previous behaviour</p> <p><i>principale scortum, ut apud conscium libidinum deposuerat</i>: disparaging, scathing language choice from Tacitus to highlight Nero and Otho collaborating</p> <p><i>suspectum ... seposuit</i>: sibilance as Nero removes the now suspected Otho now, with <i>seposuit</i> echoing the earlier <i>deposuerat</i> – Nero uses and manipulates people, putting (<i>ponere</i>) them where he likes</p> <p><i>primus in partes</i> (alliteration of p) <i>transgressus nec segnis</i> (litotes) <i>et ... inter praesentes splendidissimus</i> (superlative) → tricolon of factors + polysyndeton to show Otho's initial support for Galba</p> <p><i>acrius in dies rapiebat</i>: graphic phrase to show Otho's grasping the hope of election more keenly every day</p> <p><i>prona in eum aula Neronis</i>: enclosing word order of <i>prona aula</i> shows the support of Nero's former courtiers surrounding Otho (<i>eum</i>)</p>

Question		Content of answer	Marks	Guidance/ stylistic features
3	a	(Julius) Caesar	1 (AO2)	
	b	<p>Assess against criteria in the 15-mark grid (above).</p> <p><i>Relevant points from the content of the passage</i></p> <p>Puts Antony in his place – he is in no way comparable to Caesar, so he should rein in his ambitions</p> <p>There is no point continuing with his ambitions to rule – the Roman people is wary now of whom to trust and whom to guard against</p> <p>Cicero warns Antony – brave men have learnt how good a thing it is to slay a tyrant: why should it not perhaps also happen to him?</p> <p>Veiled threat to Antony – men will one day rush to do the deed that already happened to Caesar</p> <p>Appeals to Antony to consider his family background and forget the men he is currently involved with</p> <p>Cicero urges him to be reconciled to the republic: patriotic summons</p>	15 (AO3)	<p><i>Stylistic features of the language in the passage</i></p> <p><i>dominandi cupiditate conferre possum, ceteris vero rebus nullo modo comparandus es</i>: balanced phrasing to draw out similarities and differences to Caesar + variation of <i>conferre possum</i> & <i>comparandus es</i> + emphatic <i>nullo modo</i></p> <p><i>ex plurimis malis quae ab illo rei publicae sunt inusta</i>: superlative <i>plurimis</i> + graphic verb <i>inusta</i> (burnt into/branded on) show the very many indelible lessons Romans have learnt</p> <p><i>quantum cuique crederet, quibus se committeret, a quibus caveret</i>: tricolon of verbs (all with alliteration of c) + asyndeton stresses how much Roman people have learnt</p> <p><i>haec non cogitas ... tyrannum occidere?</i>: forceful rhetorical question</p> <p><i>re pulchrum, beneficio gratum, fama gloriosum</i>: tricolon of ablative + adjective to underline the benefits of slaying a tyrant such as Antony aspires to be</p> <p><i>... non tulerint, te ferent?</i>: repetition of verb <i>ferre</i> in different tenses adds weight to the rhetorical question</p>

Question	Content of answer	Marks	Guidance/ stylistic features
			<p><i>ad hoc opus curretur neque occasionis tarditas exspectabitur</i>: pleonastic phrasing – people will rush to this deed, there will be no delay</p> <p><i>respice ... considera</i>: sentence bookended with imperative appeals to Antony</p> <p><i>respice ... rem publicam, M. Antoni, quibus ortus sis, non quibuscum vivas, considera</i>: parataxis + asyndeton + two clauses divided by M. Antony at centre → emphatic appeals and direct, personal (vocative) appeal to Antony</p> <p><i>redi cum re publica in gratiam</i>; rousing, patriotic appeal again to the ideal of the republic</p>
c	<p>Assess against criteria in the 5-mark grid (above)</p> <p><i>ego de me ipse profitebor. defendi rem publicam adulescens, non deseram senex: contempsi Catilinae gladios, non pertimescam tuos. quin etiam corpus libenter obtulerim, si repraesentari morte mea libertas civitatis potest, ut aliquando dolor populi Romani pariat quod iam diu parturit!</i></p>	5 (AO2)	<p><i>Specimen translation</i></p> <p>I myself will make a declaration about myself. I defended the republic as a young man, I will not abandon it as an old man. I scorned the swords of Catiline, I will not be terrified of yours. Moreover, I would gladly offer my life, if the freedom of the state can be restored by my death, so that the pain of the Roman people may at last bring forth what it has been labouring with for a long time!</p> <p>Repeated/consequential errors should not be penalised.</p>

Question		Content of answer	Marks	Guidance/ stylistic features
	d	<p>he suppressed the conspiracy of Catiline</p> <p>he delivered his fourth speech against Catiline in Temple of Concord</p> <p>he argued successfully for the death sentence for the conspirators</p>	<p>2 (AO2)</p>	<p>Credit any 2 of these points.</p> <p>Also credit any other valid references to Cicero's words or actions in 63 BC.</p>
	e	<p>Death would not have come too soon 20 years ago when he was of consular rank ...</p> <p>it is all the more to be expected now he is an old man.</p> <p>It is desirable due to all his achievements and accomplishments</p> <p>He hopes that, when he dies, he will leave the republic in a state of freedom ...</p> <p>also, that everyone will meet a fate appropriate to how they have served the republic.</p> <p>i.e. he hopes his own good service will be rewarded ...</p> <p>or that Antony will meet a suitable punishment/ end.</p>	<p>5 (AO2)</p>	<p>Credit any five of these or other valid points.</p>

Question		Content of answer	Marks	Guidance
4	a	<p>Assess against criteria in the 15-mark grid (above).</p> <p><i>Relevant points from the content of the passage</i></p> <p>Shocking to see victims' heads on poles – and even more disturbing to find them displayed alongside the legionary standards and eagles</p> <p>People who committed the murders boasted of their deeds – and even worse, competed to show their bloodstained hands</p> <p>Some perhaps even lied about what they had done and were not concerned for truth</p> <p>120 demands for rewards for such bloodshed were found by Vitellius</p> <p>Shocking that Vitellius then ordered these people to be hunted and killed</p> <p>Disturbing verdict from Tacitus: Vitellius (with great calculation) did this to secure protection for now and vengeance in the future</p> <p>Disturbing insults heaped on Galba's body, followed by his humble burial</p> <p>Shocking to see Galba's head impaled, then found the next day and thrown in with the cremated body</p>	<p>15 (AO3)</p>	<p><i>Stylistic features of the language in the passage</i></p> <p><i>praefixa contis capita gestabantur</i>: graphic verb <i>gestabantur</i> (the heads were displayed) with words for <i>praefixa capita</i> enclosing the poles (<i>contis</i>) – grim pictorial word order</p> <p><i>certatim</i>: shocking to see this adverb promoted to start of clause – almost a competition to boast the most</p> <p><i>qui occiderant, qui interfuerant, qui vere qui falso ... iactabant</i>: tricolon of verbs + asyndeton + anaphora of <i>qui</i> show varied people were boasting</p> <p><i>munimentum ad praesens, in posterum ultionem</i>: chiasmus + asyndeton to underline Vitellius' thinking, ending on the sinister word for 'revenge'</p> <p><i>licentia tenebrarum</i>: disturbing phrase shows how they used the dark for this foul treatment of Galba's body</p> <p><i>plurimis ludibriis</i>: superlative shows amount of insults Galba's body received</p> <p><i>caput ... suffixum ... laceratumque ... repertum ... admixtum est</i>: sentence beings with <i>caput</i> and then the participles + verbs agreeing with it are spread through the whole sentence, mimicking the ghastly treatment his head endured as it is impaled and moved around</p>

	b	<p>He had a successful life for 73 years/under 5 emperors but he was luckier/ more successful during the reign of others than during his own.</p> <p>He was from an ancient noble family and possessed great wealth.</p> <p>His character was fairly average/ middling/ avoided extremes being free from vices rather than endowed with virtues.</p>	<p>4 (AO2)</p>	<p>Accept any four of these or other valid points.</p>
	c	<p>Assess against criteria in the 5-mark grid (above)</p> <p><i>famae nec incuriosus nec venditator; pecuniae alienae non adpetens, suae parcus, publicae avarus; amicorum libertorumque, ubi in bonos incidisset, sine reprehensione patiens, si mali forent, usque ad culpam ignarus. sed claritas natalium et metus temporum obtentui, ut, quod segnitia erat, sapientia vocaretur.</i></p>	<p>5 (AO2)</p>	<p><i>Specimen translation</i></p> <p>He was neither careless of his reputation nor one who boasted of it. He was not desirous of other people's money; he was sparing with his own, stingy with the state's. Whenever he encountered good friends and freedmen, he was tolerant and did not find faults; if they were ever bad, he was blind to a fault. But the distinction of his birth and the fears created by the times masked the truth, so that what was inactivity was called wisdom.</p> <p>Repeated/consequential errors should not be penalised.</p> <p><i>usque ad</i> = 'to' <i>metus</i>: accept 'fear'</p>
	d	<p>Galba seemed greater/more than a private citizen when he was a private citizen [= 1]</p> <p>Galba stood out from the crowd/ showed potential for great things when he was a private citizen [= 2]</p> <p>In the agreement of all he was capable of ruling – had he not been emperor [= 1]</p> <p>Galba showed potential for leadership which was not fulfilled when he actually become an emperor [= 2]</p>	<p>4 (AO2)</p>	<p>Convincing explanations in own words = 2 each. (Answers given are examples: accept equivalent wordings.)</p> <p>Literal translations without interpretation = 1 each.</p>

Question		Content of answer	Marks	Guidance
5	a	the sisters of Psyche	1 (AO2)	
	b	the sisters are trying to trap Psyche into looking at Cupid's face if she sees him, she will not see him (literal version of <i>non videbis si videris</i>) because he will go away from her (interpretation)	4 (AO2)	Insist on some interpretation for the fourth mark.
	c	he reveals that she will soon give birth to a baby if she keeps their secret, the child will be divine but if she divulges/desecrates it, the child will be a mortal	3 (AO2)	
	d	Assess against criteria in the 5-mark grid (above) <i>nuntio Psyche laeta florebat et divinae subolis solacio plaudebat et futuri pignoris gloria gestiebat et materni nominis dignitate gaudebat: crescentes dies et menses exeuntes anxia numerat, et sarcinae nesciae rudimento miratur de brevi punctulo tantum incrementulum locupletis uteri.</i>	5 (AO2)	<i>Specimen translation</i> Psyche blossomed with happiness at the news, and applauded the comfort of her divine offspring, and exulted in the glory of the pledge to come, and rejoiced at the honour of the name of mother. Anxious, she counted the growing days and the passing/departing months, and because of the new experience of the unfamiliar bundle, she wondered at such a great little growth of her fertile womb from a brief little prick. Repeated/consequential errors should not be penalised. <i>solacio plaudebat</i> : accept 'she was contented with herself for the comfort / consolation ...' <i>pignoris</i> : accept 'child / loved one / offspring' <i>gestiebat</i> : accepted 'was longing for'

				<i>rudimento</i> : accept 'through / with the new experience' or 'the beginning of' or 'first signs of'
e		<p>Assess against criteria in the 15-mark grid (above).</p> <p><i>Relevant points from the content of the passage</i></p> <p>Dramatic arrival of the sisters – they are compared to Furies breathing out viperous venom</p> <p>They come 'sailing' (<i>navigabant</i>) like a naval force ready for battle</p> <p>Lively speech from Cupid – he uses military language to describe how the sisters have set up camp etc.</p> <p>The sisters have swords drawn, ready for Psyche's throat</p> <p>Emotional appeal from Cupid to Psyche for her to save him, her, their home, and their child</p> <p>Appeal from Cupid to Psyche: he warns her not to look at the sisters who are compared to the Sirens trying to lure Psyche into their trap</p> <p>Cupid says the sisters are no longer worthy to be even called sisters such is their hatred</p>	15 (AO3)	<p><i>Stylistic features of the language in the passage</i></p> <p><i>pestes illae taeterrimae</i>: graphic language (pests) + superlative</p> <p><i>anhelantes vipereum virus</i>: foul image + alliteration of v: Furies often depicted with snakes</p> <p><i>festinantes impia celeritate</i>: 'hastening with haste', the pleonasm highlights their speed</p> <p><i>momentarius maritus</i>: suggestive description of the 'quick / transitory husband → Cupid's visits are brief, + alliteration of m, adds to the dramatic urgency here</p> <p><i>dies ultima et casus extremus et sexus infestus et sanguis inimicus iam sumpsit arma et castra commovit et aciem direxit et classicum personavit</i>: tetracolon + polysyndeton + alliteration + military vocabulary → dramatically epic (over-the-top?) description of threatening situation</p> <p><i>heu quantis urguemur cladibus, Psyche dulcissima!</i>: dramatic exclamation + tender superlative</p> <p><i>miserere ... libera ... nec ... vel videas vel audias</i>: Cupid piles up the imperatives and jussive subjunctives in his passionate pleas to Psyche</p> <p><i>calcata sanguinis foedera</i>: graphic metaphor of the sisters 'trampling upon' the bonds of blood + hyperbaton of <i>calcata foedera</i> suggesting broken bonds</p>

					<p><i>saxa personabunt</i>: like the earlier <i>personavit</i> of the trumpet, the sisters will make the rocks echo with their tempting suggestions</p> <p><i>funestis vocibus</i>: their voices are graphically described as fatal or death-bringing</p>
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Guidance on applying the marking-grid for 20-mark Extended Response

Two Assessment Objectives are being assessed in Questions 6, 7, and 8:

AO2 (Demonstrate knowledge and understanding of literature);

AO3 (Critically analyse, evaluate and respond to literature).

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, as well as its social, historic and cultural context.

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.

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 – especially imbalanced success in meeting the assessment objectives – examiners must carefully consider which level is the best fit for the performance overall. For example, an AO2-heavy response may focus on appropriate details from the material studied but not draw many valid conclusions. This will limit the level at which the work can be assessed.

20-mark grid for the extended response question		AO2 = 10 marks = Demonstrate knowledge and understanding of literature AO3 = 10 marks = Critically analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	17–20	<ul style="list-style-type: none"> very detailed knowledge and a thorough understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) an excellent response to the question containing a wide range of relevant points, which are very well-supported by examples selected with precision from the material studied, leading to cogent conclusions (AO3) <p><i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning</i></p>
4	13–16	<ul style="list-style-type: none"> detailed knowledge and a sound understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) a good response to the question containing a range of relevant points, which are well-supported by examples from the material studied, leading to appropriate conclusions (AO3) <p><i>The response is logically structured, with a well-developed and clear line of reasoning</i></p>

3	9–12	<ul style="list-style-type: none"> • some knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) • a reasonable response to the question containing some relevant points, which are generally supported by examples from the material studied, leading to tenable conclusions (AO3) <p><i>The response presents a line of reasoning which is mostly relevant and has some structure</i></p>
2	5–8	<ul style="list-style-type: none"> • a limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) • a limited response to the question containing some points, which may be narrow in scope, which are occasionally supported by examples from the material studied or are unsupported assertions, leading to a limited conclusion (AO3) <p><i>The response presents a line of reasoning but may lack structure</i></p>
1	1–4	<ul style="list-style-type: none"> • very limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) • little or no engagement with the question and any points made are of little or no relevance (AO3) <p><i>The information is communicated in an unstructured way</i></p>

0 = No response or no response worthy of credit.

Question	Content of answer	Marks	Guidance
6	<p>Assess against criteria in the 20-mark grid (above).</p> <p><i>Structure and style</i></p> <p>The section studied is the <i>confirmatio</i> leading into the <i>conclusio/peroratio</i> – candidates may wish to locate this within the broader structure of the whole speech</p> <p>Candidates may wish to select some examples of Cicero’s repertoire of stylistic devices e.g. chiasmus, alliteration, rhetorical questioning etc.</p> <p>Direct, punchy sentences to focus the attack on Antony: “as augur you impeded an augur, as consul a consul” (83)</p> <p><i>Rational arguments which show Antony’s illegal behaviour</i></p> <p>Disgraceful blocking of Dolabella’s election to consulship (79 etc.)</p> <p>Cicero exposes Antony’s lack of knowledge about augurs’ and consuls’ powers (81)</p> <p>Antony plundered money from the Temple of Ops (93)</p> <p>Antony forged stipulations in Caesar’s will (97)</p> <p>Cicero claims that Antony has forged or made up some of the ‘decrees’ in Caesar’s will that the senate ratified (100)</p> <p>Antony encroached on the town of Capua for his own settlement (100-101)</p> <p>Antony has taken lands in Campania and Leontini for his own soldiers thus diverting revenue from the state (101)</p> <p>Antony disregarded Cicero’s advice about the auspices and the legality of leading a new colony to Casilinum (102)</p>	<p>20</p> <p>(AO2:10</p> <p>AO3:10)</p>	<p>An AO2 heavy response may focus on details from the material studied but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the ‘Guidance on applying the marking grids’ section above.</p> <p>In the time available, it is not expected that candidates will cover every aspect of <i>Philippic</i> II - certainly not in equal depth. Examiners should look for a good range of aspects - including reference to specific examples.</p> <p>The best candidates will outline a wide range of techniques used by Cicero to persuade e.g. structure (<i>peroratio</i> etc.), humour, rational arguments, emotion/pathos, inventiveness, appeal to the ethos of the senators. Some candidates may then argue that this level of invective and bias is less effective at times and weakens his overall persuasiveness. Others may argue that while a modern reader may think this, the ancient audience would have understood it as a ‘speech’ of the type <i>genus demonstrativum</i>. Approaches that examine the merits of the work in terms of how the ancients valued it, and also in terms of how it is admirable to us or any age, are equally valid.</p> <p>Most evidence should be gathered from the Group 2 Latin text and the required English reading. Some evidence from the Group 1 text etc. is allowed under the category of social, cultural and historic context.</p>

Question	Content of answer	Marks	Guidance
	<p>Antony illegally seized lands from e.g. Marcus Varro at Casinum etc. (103)</p> <p>On returning to Rome, Antony rescinded public laws and revoked private wills (109)</p> <p><i>Character portrayal / character assassination</i></p> <p>Cicero (84) says Antony looks pale and hopes he does not vomit up as he did in the Minucian colonnade!</p> <p>When Antony occupied Varro's house, it became the scene of drunken debauchery, the floors flowing with wine, prostitution etc. (105)</p> <p>Antony was accompanied by Mustela and Laco – one to carry his swords, the other to carry his wine cups (106)</p> <p>Just as a sick person cannot taste food, so people steeped in lust and greed such as Antony have no taste for true glory (115)</p> <p>116-117: qualified praise for Caesar, yet Antony is in no way comparable to him, except in the desire for kingship</p> <p><i>Humour and sarcasm</i></p> <p>Cicero quips about Antony's hard drinking and banquets during his tour of Campania – he consorted with actresses and buffoons (101)</p> <p>Antony gave his oratory teacher 2000 acres – what would he have given if he actually taught him to speak eloquently?! (101)</p> <p>Cicero addresses the poor house of Marcus Varro which had been robbed by Antony (104) – what 'noble' discussions took place when Antony occupied it (as opposed to the really noble discussions when Varro was there)!</p>		

Question	Content of answer	Marks	Guidance
	<p>Just as Jupiter, and Mars, and Quirinus have priests, so Marcus Antonius is the priest of the god Julius Caesar! (110)</p> <p>Sarcastic reference to Antony's eloquence – his grandfather was a great orator, but he never spoke naked! (111)</p> <p><i>Pathos and emotion</i></p> <p>Although the speech was not actually delivered, nevertheless the very real threat to Cicero's life adds a personal investment in the text which gives it raw even desperate depth</p> <p>Cicero says he has already rescued the state from Catiline – so he will not be afraid to defend it from Antony – he would gladly die for the sake of liberty (118)</p> <p><i>Ethos – appeal to Roman values (and emotions) and patriotism</i></p> <p>The offering of the crown to Caesar at the Lupercalia (85-86) – Cicero's description of the scene is particularly dramatic e.g. the gasps in the forum</p> <p>Antony's return from Campania to Rome is depicted as tyrannical, worse than Sulla, and with open swords (108)</p> <p>Cicero asks why Antony has brought armed men into the senate which should have no place for military force – better to die 1000 times than have to live with guards in the city (112)</p> <p>The Roman people will snatch Antony's weapons from him – rousing defiance (113)</p> <p>Noble Roman youths will save the republic (113)</p> <p>"Peace is liberty in tranquillity; slavery is the worst of all evils" (113) – these are the values Cicero wants to be seen promoting</p>		

Question	Content of answer	Marks	Guidance
	<p>Exempla from the past of Roman figures who drove out kings/tyrants e.g. Marcus Manlius (114) just as Cicero now sees himself doing</p> <p>Thanks to Caesar and Antony, the Roman people has yet again learnt how good it is to slay tyrants (117)</p> <p>One of Cicero's two wishes is to leave the Roman people free (119)</p> <p><i>Excessive bias / hate which weakens the case</i></p> <p>Cicero states that Fulvia owes a third payment to the state i.e. Antony's life (113) – almost amounting to a death threat/wish?</p> <p>Men will rush to do the noble deed of slaying a tyrant – another threat to Antony (117)</p>		

Question	Content of answer	Marks	Guidance
7	<p>Assess against criteria in the 20-mark grid (above).</p> <p><i>Galba</i></p> <p>Ignores the ill omens on the 18 January – a reckless despiser of such things as being mere chance events (18)</p> <p>Perhaps a wise decision to announce the succession in front of the army given their importance – his speech is appropriately succinct, he strategically plays down news of revolts in 4th and 22nd legions</p> <p>Decision not to offer the donative a major flaw (18): Tacitus opines that his old-fashioned stinginess was too high a standard – Galba praised for his principles, yet criticised for his lack of practicality</p> <p>Rather flat and bald address to the senate (19)</p> <p>Lack of firmness in deciding who should go on the German delegation (19)</p> <p>A positive attempt to remedy public finances (20) – yet leads to disturbance in city due to amount of litigation</p> <p>As Otho's coup begins, Galba is torn and indecisive (32)</p> <p>Principles – he challenged the soldier who alleged he had killed Otho, asking on whose orders (35): Galba is incorruptible in the face of flattery too</p> <p>49 – Tacitus' concluding summary of Galba: too great to be a subject while he was a subject, and capable of ruling so long as he did not actually rule</p>	20 (AO2:10 AO3:10)	<p>An AO2 heavy response may focus on details from the material studied but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the 'Guidance on applying the marking grids' section above.</p> <p>In the time available, it is not expected that candidates will have covered every aspect of <i>Histories</i> I - certainly not in equal depth. Examiners should look for a good range of aspects.</p> <p>Some candidates may argue that all the players are equally flawed and equally unfit to rule. Other better candidates may take the chance to point out the flaws of all, but argue that e.g. Galba (due to his integrity) or Otho (due to his popular touch and <i>realpolitik</i>) may be better than others.</p> <p>Most evidence should be gathered from the Group 2 Latin text and the required English reading. Some evidence from the Group 1 text etc. is allowed under the category of social, cultural and historic context.</p>

Question	Content of answer	Marks	Guidance
	<p><i>Otho</i></p> <p>Tacitus says he is bent on disorder and given to an extravagant lifestyle (20)</p> <p>Seems to have some pluck and ingenuity – he reasons that an Otho can be killed so he should use the interim period between Galba and Piso to position himself for power (21)</p> <p>22 – effeminate lifestyle and addiction to astrologers</p> <p>23 – Otho is popular with the soldiery and knows how to network and build popularity</p> <p>24 – curries favour by dishing out bribes at dinners</p> <p>25 – uses his freedman Onomastus to work on the plot: scheming corruption? cleverness?</p> <p>27 – fear upon seeing how few greet him as new emperor</p> <p>36 – again adept at winning soldiers during the coup as he throws kisses to them</p> <p>37-38: effective speech, exposing Galba, which whips the soldiers into action</p> <p>44 – macabre description of Otho gloating over the death of Piso</p> <p>46 – agrees to pay leave of absence for soldiers which Tacitus praises as a sound policy</p>		

Question	Content of answer	Marks	Guidance
	<p><i>Piso (nominated successor of Galba)</i></p> <p>Rather unimpressive and low-key response from Piso to news of his nomination – he seemed like he had more ability than desire to be emperor (17)</p> <p>Piso spoke with grace to the senators and gained some approval – yet inaction in subsequent days made him lose any momentum (19)</p> <p>It was thought Piso could bring the dignity of a Caesar to the mutinous legions (19)</p> <p>29 – addresses the soldiers in order to quell Otho’s coup: wants to avoid bloodshed, to ensure order</p> <p>30 – Piso proceeds to denigrate the character of Otho and list his lusts etc. Strong believer in the legal succession of Galba and himself</p> <p>48 – Tacitus concludes he had greater reputation than luck</p>		

Question	Content of answer	Marks	Guidance
8	<p>Assess against criteria in the 20-mark grid (above).</p> <p><i>Enjoyment and interest in the plot</i></p> <p>Fairy-tale quality of story – the girl whose beauty surpasses human speech, revered like she is Venus herself (4.28-29)</p> <p>Venus’ envy brings the story to a whole new supernatural level (4.30)</p> <p>The tension escalates as Venus gets Cupid involved, ordering him to make her fall in love with some wretch (4.30-31)</p> <p>All turns for the worse for Psyche – she lives alone and unmarried (4.32)</p> <p>It gets even worse – Apollo’s oracle states she is to be left to some monster (4.33)</p> <p>The intervention of Zephyr who brings Psyche down the mountain (4.35)</p> <p>Magical elements as the voices command Psyche and care for her needs (5.2-3)</p> <p>We learn of the mysterious visitor, her husband, who comes to her only at night (5.4)</p> <p>Psyche is warned against any contact with her sisters (5.5)</p> <p>Psyche begins telling lies to her sisters that her husband is a young man (5.8) but later (5.16) changes her story, saying he is a middle-aged merchant</p> <p>The plotting of the sisters and the dreadful tale they tell Psyche that her husband is a foul snake (5.17)</p> <p>The plan of the sisters for Psyche to see who her husband is and to kill him with a razor (5.20)</p>	<p>20</p> <p>(AO2:10</p> <p>AO3:10)</p>	<p>An AO2 heavy response may focus on details from the material studied but not draw many valid conclusions. This will limit the level at which this work can be rewarded at, as detailed in the ‘Guidance on applying the marking grids’ section above.</p> <p>In the time available, it is not expected that candidates will cover every aspect of the Cupid & Psyche story – certainly not in equal depth. Examiners should look for a good range of aspects - including reference to specific examples.</p> <p>It is expected that candidates will outline and explain that the story is indeed very enjoyable and entertaining (through lively speeches, graphic language, plot twists etc.). Better candidates will take the chance to argue that this is not the only goal of Apuleius – he seeks e.g. to offer warnings about curiosity and envy, or to enlighten his readers, or indeed point out shortcomings in the story e.g. shallow/simplified characterisation.</p> <p>Most evidence should be gathered from the Group 2 Latin text and the required English reading. Some evidence from the Group 1 text etc. is allowed under the category of social, cultural and historic context.</p>

Question	Content of answer	Marks	Guidance
	<p>The dramatic moment when the oil spills and awakens Cupid (5.23) The sorrowful Psyche is abandoned by Cupid (5.24)</p> <p><i>Descriptive powers of Apuleius</i></p> <p>Description of Venus in maritime context (4.31) Exquisite description of the palace (5.1) Ekphrasis of Cupid (5.21-22)</p> <p><i>Engaging speeches</i></p> <p>4.34 – Psyche urges her parents on to abandon her to fate The sisters, consumed by envy, speak with unrestrained bitterness (5.9-10) 5.13 – Psyche flatters Cupid as she begs to see her sisters</p> <p><i>Other points</i></p> <p>The story examines the imperative to obey e.g. Apollo’s oracle (4.34), and how human emotions can often overcome the commands of reason. Warnings against curiosity – Cupid repeatedly tells Psyche not to look at him: “if you see me, you will not see me”. The story investigates how envy and jealousy are so often traits which lead to misfortune.</p>		

APPENDIX 1: Assessment Objective grid

	Distribution of marks for each Assessment Objective		
Section A	AO1	AO2	AO3
1 a-e or 2 a-d	–	12	–
1e or 2d	–	–	15
Section B	AO1	AO2	AO3
3 a-e or 4 a-d or 5 a-e	–	13	–
3b or 4a or 5e	–	–	15
Section C	AO1	AO2	AO3
6, 7 or 8	–	10	10
TOTAL	–	35	40

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