



Oxford Cambridge and RSA

## **GCSE (9–1)**

### **Latin**

**J282/04: Verse Literature A**

General Certificate of Secondary Education

**Mark Scheme for November 2020**

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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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**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (use <b>very</b> sparingly, to indicate something to which you are not giving credit)
	Extendable horizontal line (more serious error in translation questions)
	Extendable horizontal wavy line (inconsequential error in translation questions)
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the longer answer)
	Tick plus (strong point in Q4; strong AO3 point in Q10)
	Tick query (weak, incomplete or supplementary point in Q4 or in Q10(AO3))
	Harmful addition (use sparingly)
	Omission mark (use in translation questions and elsewhere if desired)
<b>BP</b>	Blank Page – use to mark Additional Writing Pages
seen	Use on an extra page or in white space to show that candidate material has been seen and considered

Question			Answer	Mark	Guidance
1	(a)	(i)	She is corrupted by/full of poison; she is poisonous	AO2 1	Accept any expression of the same idea. Do not accept 'she is a snake'.
1	(a)	(ii)	the palace/king's house	AO2 1	Some reference to <i>tyranni</i> needed for the mark. Do not accept 'Amata's house' Do not accept 'roofs'.
1	(b)		Any 2 of the following or other valid examples: <ul style="list-style-type: none"> <li>she is on fire/blazing with fury/in turmoil</li> <li>she is full of concern and/or anger</li> <li>doubling of <i>-que</i> – both concern and anger</li> <li>her feelings are stirring/heating her up</li> <li>fiery metaphor of <i>ardentem/coquebant</i></li> <li>as a woman (<i>femineae</i>) she is naturally concerned about how her daughter will be affected</li> </ul>	AO3 2	Both content and style points are acceptable if relevant to the question. Latin is not required.  Accept paraphrases that express one of the relevant points.

Question			Answer	Mark	Guidance						
2	(a)		It is black/blue/dark (or any reasonable rendering of <i>caeruleis</i> ) (1) It is full of snakes (1)	AO2 2	Accept 'sea-green'						
2	(b)		Accept any <b>two</b> points and award up to <b>two</b> each. Assess against point-by-point marking grid below. <table border="1" data-bbox="398 1114 1122 1420"> <tbody> <tr> <td>2</td> <td>expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin</td> </tr> <tr> <td>1</td> <td>expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to Latin</td> </tr> <tr> <td>0</td> <td>point is not valid, or none is drawn</td> </tr> </tbody> </table>	2	expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin	1	expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to Latin	0	point is not valid, or none is drawn	AO3 4	A <b>point of style</b> must be identified for the full mark (though technical terms are not a requirement). An appropriate Latin reference is needed in each case but merely matching a piece of Latin with the translation provided is not sufficient to gain 2 marks (though it may merit 1).  Candidates must indicate (by translation or in their explanation) that they know what the chosen word or
2	expresses a valid point based on a relevant aspect of literary style, with accurate, relevant and suitably explained reference to Latin										
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0	point is not valid, or none is drawn										

					phrase means and must show how it highlights the actions of the snake.
			<p>Award up to 2 marks for any 2 of the following or other valid points; Latin must be quoted in each case</p> <ul style="list-style-type: none"> <li>• Alliteration of V/L (passim) suggests frictionless movement of the snake</li> <li>• <i>lapsus</i>: sound, word choice or position – suggests gliding/slithering movement</li> <li>• <i>volvitur</i>: sound/position emphasises rolling/winding movement</li> <li>• <i>vipeream</i>: sinuous movement of the word is snake-like; emphatic position highlights danger of its breath.</li> <li>• <i>fallitque furentem</i>: alliteration emphasises snake's deception and her (resulting) state of mind</li> <li>• <i>inspirans animam</i>: internal accusative/tautology/doubling of 'breath' idea emphasises the snake's action</li> <li>• <i>vipeream ... animam</i>: internal rhyme highlights the action</li> <li>• enjambement <i>ille ... animam</i> echoes smooth/continuous/winding movement</li> <li>• repetition of <i>fit</i>: emphasises its magical nature/how close it gets to Amata</li> <li>• <i>innectit, errat</i>: emphatic positions highlight that it is everywhere and she cannot escape it</li> <li>• <i>lubricus</i>: slithery sound highlights its movement</li> </ul>		

Question		Answer	Mark	Guidance
3		<p>Latin word: <i>lacrimans</i> (1)</p> <p>English translation: crying/weeping/in tears/tearfully (1)</p>	<p>AO2 2</p>	<p>Accept 'she is crying' etc Do not accept 'tears'</p> <p>Correct Latin + wrong translation = 1 Wrong Latin + any translation = 0</p>

**Guidance on applying the marking grids for the 8-mark extended response**

This question focuses on candidates' ability to select relevant examples of content and literary style and to structure an answer around these examples to express relevant points. Therefore candidates will be assessed on the quality of the points made and the range and quality of the examples they have selected from the passage.

Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, examiners must carefully consider which level is the best fit for the performance overall.

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>The response is logically structured, with a well-developed, coherent line of reasoning.</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>The response is well structured with a clear line of reasoning.</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>The response presents a line of reasoning which is mostly relevant but may lack structure.</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>The information is communicated in an unstructured way..</p>

0=No response or no response worthy of credit.

Question	Answer	Mark	Guidance
4	<p><b>Assess against the criteria in the 8-mark AO3 grid (see above).</b></p> <p><b><u>Points emphasising anger and bitterness may include:</u></b></p> <ul style="list-style-type: none"> <li>• <i>quos ... servavi</i> <ul style="list-style-type: none"> <li>– she saved Jason, yet he has abandoned her</li> </ul> </li> <li>• <i>paelex</i> – derogatory term for the new wife</li> <li>• <i>nostri ... habet</i> <ul style="list-style-type: none"> <li>– Medea has done the work but Creusa gets the profit</li> <li>– contrast of <i>nostri/illa, fructus/laboris</i></li> <li>– enclosing word order</li> </ul> </li> <li>• <i>forsitan ... fingas</i> <ul style="list-style-type: none"> <li>– Medea bitterly imagines what may be going on between Jason and Creusa (various examples)</li> </ul> </li> <li>• <i>amplectitur artus</i> <ul style="list-style-type: none"> <li>– A assonance/T alliteration/harsh consonants emphasise disgust/bitterness</li> </ul> </li> <li>• <i>stultae ... loqui</i> <ul style="list-style-type: none"> <li>– abuses Creusa as ‘stupid’ and unjust</li> <li>– bitterly imagines Jason boasting (of his exploits?) to his wife/pandering to Creusa by denigrating Medea</li> </ul> </li> <li>• <i>in faciem ... fingas</i> <ul style="list-style-type: none"> <li>– imagines them criticising her (?foreign) appearance and behaviour</li> <li>– F/M alliteration, strong vocabulary (<i>crimina</i>), emphatic reference to falsity of (supposed) accusations</li> </ul> </li> <li>• <i>rideat ... laeta ... rideat</i> <ul style="list-style-type: none"> <li>– emphatic repetition of Creusa’s derision and enjoyment of Jason’s belittling Medea</li> </ul> </li> </ul>	<p><b>AO3</b> <b>8</b></p>	<p>NB In Ovid’s poem Jason’s new wife is called Creusa but notes in the Ox. Lat. Anthol. refer to her as Glauke (following Euripides). Either name, if used, should be accepted.</p> <p>Both content and style points are acceptable and Latin is not needed for every point. There must, however, be some stylistic reference <b>and</b> some Latin reference for an answer to reach level 3. At least <b>2</b> stylistic observations are needed for level 4 and at least <b>1</b> for level 3.</p>

		<ul style="list-style-type: none"> <li>• <i>Tyrion ... ostro</i> – bitter reference to Creusa's wealth and luxury</li> <li>• <i>flebit</i> – emphatic contrast with <i>rideat</i> etc</li> <li>• <i>ardores ... meos</i> – desire for revenge; sinister threat (<i>adusta</i>)</li> <li>• <i>dum ... erit</i> – clear threat of vengeance, violent language, F alliteration</li> <li>• <i>hostis</i> – emphatic position: no 'enemy' will escape</li> <li>• <i>nullus inultus</i> – internal rhyme emphasises her determination to punish any enemy</li> </ul>		<p>In Euripides' play Medea sends Creusa/Glauke a poisoned robe which burns her skin</p> <p>Accept 'unavenged' as a trans of <i>inultus</i> (OLA) even though it clearly means 'unpunished' here.</p>
5	(a)	<p>She is his suppliant (1) She would prostrate herself (before him)/throw herself at his feet (1)</p>	<p><b>AO2</b> <b>2</b></p>	<p>Accept literal translations.</p>
5	(b)	<p>She is afraid that the new wife/stepmother will harm/be savage to (1) her children (1)</p>	<p><b>AO3</b> <b>2</b></p>	<p>Accept 'rage against' for <i>saeviet</i> Accept a variety of answers which make the essential points.</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.

Question		Answer	Mark	Guidance	
6		<p><b>Assess against criteria given above and in the 5-mark AO2 grid opposite</b></p> <p><i>per superos oro, per avitae lumina flammae, per meritum et natos, pignora nostra, duos, redde torum, pro quo tot res insana reliqui! adde fidem dictis auxiliumque refer!</i></p> <p>Suggested translation:</p> <p>By the gods I beg you, by the light of my grandfather's/ancestral flame, by my service/kindness (to you) and the two children that bind us/our pledges/our mutual bond, restore/return to our marriage (bed), for which in my madness I abandoned so many things! Add faith/truth/fulfilment to your words and bring (me) your aid/return the help (I gave you.)</p> <p>Omission or mistranslation of any word constitutes a major error unless specified below.</p> <p>The second and third <i>per</i> may be omitted without penalty.</p>	AO2 5	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.
				<p>Accept any version that accurately renders the sense of the Latin.</p> <p>For 1 mark there must be at least 3 correct words (excluding <i>et</i>, <i>-que</i>).</p>	

Question		Answer	Mark	Guidance
7	(a)	the golden fleece/ram/sheep	AO2 1	Adjective and noun needed for the mark
7	(b)	plough a field	AO2 1	Accept 'yoke/harness (fire-breathing) bulls' or 'sow dragon's teeth' for 1 mark

Question	Answer	Mark	Guidance						
8	<p>Accept any <b>two</b> points and award up to <b>two</b> each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="398 336 1122 683"> <tr> <td data-bbox="398 336 450 475">2</td> <td data-bbox="450 336 1122 475">expresses a valid point based on a relevant aspect of content or literary style, with accurate, relevant and suitably explained reference to Latin</td> </tr> <tr> <td data-bbox="398 475 450 614">1</td> <td data-bbox="450 475 1122 614">expresses a valid point, but is not fully supported by an appropriate aspect of content or literary style or reference to Latin</td> </tr> <tr> <td data-bbox="398 614 450 683">0</td> <td data-bbox="450 614 1122 683">point is not valid, or none is drawn</td> </tr> </table> <p>Any two of the following or other valid points with suitable Latin reference:</p> <ul data-bbox="398 826 1122 1273" style="list-style-type: none"> <li>• <i>si ... misereri</i> – he needs the gods' pity</li> <li>• <i>extremam ... opem</i> – he needs help in extremity; compares his situation to being at the point of death.</li> <li>• - enclosing word order and use of <i>ipsa</i> add emphasis</li> <li>• <i>me miserum</i> – alliteration/position emphasise his unhappiness</li> <li>• <i>eripite</i> – violent vocab/emphatic position: it needs to be 'snatched away' from him</li> <li>• <i>pestem perniciemque</i> – calls his state a plague and destruction; emphatic doublet/tautology, P alliteration</li> </ul>	2	expresses a valid point based on a relevant aspect of content or literary style, with accurate, relevant and suitably explained reference to Latin	1	expresses a valid point, but is not fully supported by an appropriate aspect of content or literary style or reference to Latin	0	point is not valid, or none is drawn	<p><b>AO3</b> <b>4</b></p>	<p>Points may be of <b>content or style</b>. An appropriate Latin reference is needed in each case.</p> <p>Candidates must indicate (by translation or in their explanation) that they know what the chosen word or phrase means and must explain how it emphasises Catullus' unhappiness..</p>
2	expresses a valid point based on a relevant aspect of content or literary style, with accurate, relevant and suitably explained reference to Latin								
1	expresses a valid point, but is not fully supported by an appropriate aspect of content or literary style or reference to Latin								
0	point is not valid, or none is drawn								

Question		Answer	Mark	Guidance
9	(a)	<ul style="list-style-type: none"> <li>• love him back</li> <li>• be chaste</li> </ul>	AO2 2	
9	(b)	a foul/awful/dreadful(1) disease(1)	AO2 2	Accept any suitable synonyms
9	(c)	he has been pious/ shown respect for the gods	AO2 1	Accept any reasonable rendering of <i>pietate</i> including 'loyalty', 'duty', 'good behaviour'

**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 ‘*The reader sympathises with Catullus but not with Medea or Amata*’, Catullus’ describing his state of mind as a torture and foul disease would be evidence of **AO2**, whilst concluding that this shows how desperately unhappy he was and therefore gains our sympathy 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 align="center"><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 align="center"><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 align="center"><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 align="center"><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 align="center"><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit.

Question	Answer	Mark	Guidance
10	<p><b><i>'The reader sympathises with Catullus but not with Amata or Medea' How far do you agree with this statement?</i></b></p> <p><b>Assess against the criteria in the 10-mark essay grid (see above).</b></p> <p><b><u>Catullus</u></b></p> <p><u>Ideas and arguments may include (AO3)</u></p> <ul style="list-style-type: none"> <li>• Hard not to sympathise with Catullus as his girlfriend has left him and he is clearly very unhappy.</li> <li>• He is desperately trying to shake off his misery but can't find the means to do it.</li> <li>• He hasn't done anything to deserve the misery he is suffering.</li> <li>• However, he is quite self-righteous and blames his girlfriend for ingratitude and promiscuity. The assumption is that she 'owes him', which may make the reader a bit less sympathetic.</li> </ul> <p><u>Possible supporting material (AO2)</u></p> <ul style="list-style-type: none"> <li>• He is 'torturing himself', he appeals to the gods for pity, he is metaphorically on the point of death, he is in the grip of pestilence and disease and desperately wants to recover. All the happiness is driven from his heart.</li> <li>• He tells himself he must be strong, get out of his predicament and stop loving Lesbia but he can't do it and in desperation appeals to the gods for help.</li> <li>• He has been pious and has not betrayed any trust or promise; he has said and done nothing but good.</li> </ul>	<p><b>AO2</b> <b>5</b> <b>+</b> <b>AO3</b> <b>5</b></p>	<p>Candidates must discuss <b>at least two</b> of the three characters. If only <b>one</b> character is discussed the maximum is level 3</p>

		<ul style="list-style-type: none"> <li>• He has got no repayment for all the good he has done. His girlfriend is ungrateful; it's impossible for her to be chaste. She ought to stay with him even if she doesn't love him. He hasn't broken any promises (but, by implication, she has).</li> </ul> <p><b><u>Amata</u></b></p> <p><u>Ideas and arguments may include (AO3):</u></p> <ul style="list-style-type: none"> <li>• Amata is motivated by unreasonable emotions and bias towards her kinsman, Turnus.</li> <li>• In rejecting Aeneas as husband for her daughter she is going against divine messages received by her husband and is trying to thwart the gods' destiny for Aeneas and the future Roman people.</li> <li>• She uses emotional blackmail and ridiculous arguments to sway her husband.</li> <li>• However, she deserves sympathy because she is being manipulated by the gods/Juno and is driven by the snake's poison.</li> <li>• She has some reason on her side and it is understandable she should be concerned about a stranger turning up and claiming her daughter.</li> </ul> <p><u>Possible supporting material (AO2):</u></p> <ul style="list-style-type: none"> <li>• She is frequently described as mad, on fire, stirred up, driven by anger; she is more worried about the implication of Aeneas' arrival on the 'marriage with Turnus' than anything else.</li> <li>• Her husband has received a prophecy from his father, Faunus, that Lavinia must marry someone from a foreign race.</li> <li>• She cries and speaks softly to her husband, asks him to pity their daughter, calls Aeneas a pirate, fantastically claims he will abduct Lavinia, compares him to Paris, claims that Turnus has a Mycenaean ancestor so qualifies as a foreigner.</li> </ul>	<p>Credit any relevant information from other parts of the Aeneid.</p>
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		<ul style="list-style-type: none"> <li>• The Fury, Allecto, (sent by Juno) takes the form of a poisonous snake which wraps itself around her and breathes poison into her. The poison penetrates her inmost bones and sets her on fire.</li> <li>• Her husband has already made undertakings (of some form) to Turnus so is breaking promises he has made; Aeneas, if not a pirate, is an unknown foreigner and may not be a suitable person to marry their daughter. Faunus' prophecy and how it can be interpreted.</li> </ul> <p><b><u>Medea</u></b></p> <p><u>Ideas and arguments may include:</u></p> <ul style="list-style-type: none"> <li>• Deserves sympathy because she loves Jason, has followed him to a foreign land leaving her family behind.</li> <li>• Jason has abandoned her for a new wife despite all that she has done for him.</li> <li>• However, she killed her own brother to help Jason escape with the fleece, showing her as a cruel and ruthless woman deserving no sympathy.</li> <li>• She is bent on revenge and will use any means to get it.</li> </ul> <p><u>Possible supporting material</u></p> <ul style="list-style-type: none"> <li>• Jason was everything to her, none of her magic powers can cure her or help her sleep. She begs him to return to her, even becoming his suppliant. She fears the new wife will hurt her children.</li> <li>• The wife is rich and brings a dowry. Medea brings no wealth but helped Jason obtain the fleece (by drugging the serpent) and protected him against fire-breathing bulls etc. Heartfelt picture of Jason and Creusa laughing at her foreign-ness.</li> </ul>	<p>Accept either Creusa or Glauke as names for the new wife.</p> <p>Credit relevant material from other sources for the story of Jason and Medea.</p>
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		<ul style="list-style-type: none"><li>• Hypocritical complaints about losing her family; knows she is getting her come-uppance. Killed her little brother and scattered his body parts in order to distract her father from pursuing Jason.</li><li>• Creusa may laugh now but will soon be weeping. Medea will use poison, fire and steel to take vengeance on her enemies. In some versions of the story she sent her a poisoned robe which burned through her skin.</li></ul>		
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