GCSE

Latin

Unit **A403/01:** Latin Prose Literature (Foundation Tier)

General Certificate of Secondary Education

Mark Scheme for June 2016

SECTION A

Question	Answer	Marks	Guidance
1	they were often / frequent / continual / continuous / perpetual / ongoing (1)	[1]	**Allow any indication of the disputes going on for a long time**
2	*acerrime* (1) (very) fiercely / vigorously (1) Allow adverbs with connotations of high energy	[2]	**Don't penalise the spelling of *acerrime***
3	D – Why are you hesitating? (1)	[1]	If a candidate ticks more than one box 0 marks are awarded even if the correct box is one of the answers ticked. **Some candidates might cross or circle the right box, rather than ticking. Allow alternative annotations to indicate choice.**
4	on this / that day / today (1)	[1]	
5	*transfigitur*: verb promoted to emphasise this violent action *transfigitur…defigitur*: passive verbs framing the sentence to show the helpless situation of Pullo *scutum…verutum…balteo*: technical military language to add to the vivid description *conanti*: present participle to indicate his ongoing struggle *succurrit*: promotion of the verb to indicate the urgency of Vorenus running up to help him *succurrit inimicus*: juxtaposition of the enemy / rival helping him. Oxymoron as he helps his rival *inimicus ille Vorenus*: ring composition to show the protection Vorenus is offering *laboranti*: present participle indicates his struggles are continuing *succurrit…subvenit*: words of helping frame the line. Pleonasm to emphasise the help he is bringing *ad hunc*: emphatic position to show the enemy are turning their attention to Vorenus now *confestim*: dramatic, immediately the enemy turn on Vorenus *ad hunc…illum*: balanced phrases to contrast the change in their situations	[10]	**10 mark marking grid** Level 4 9 – 10 Level 3 6 – 8 Level 2 3 – 5 Level 1 0 – 2

Question	Answer	Marks	Guidance
	paulum propellit: harsh alliteration of 'p' to suggest the violence of the attack *cupidius*: comparative to indicate that Vorenus has pushed himself too far *cupidius*: choice of word to show his desperation to win glory / help Pullo *deiectus*: physically thrown down, but also metaphorically a downward turn in his fortune.		
6	from prisoner(s)	[1]	Allow singular or plural
7	He/they are in danger / the situation is dangerous / serious	[1]	
8	to take a letter (1) to Cicero (1)	[2]	
9	Caesar had to do everything / many things (1) at one time / at the same time (1)	[2]	Reference to gerundive of obligation showing that he had to do the things = 2 marks
10	C – to run to arms (1)	[1]	
11	by trumpet / horn / brass instrument etc (1)	[1]	
12	from the (building) work / building site / their jobs (1)	[1]	Allow any reference to where they might be working, or what a soldier's work might be
13	they were seeking materials (1) for the rampart (1)	[2]	Accept 'they were seeking/making for/ the rampart' (a possible interpretation of the Latin). Allow: they were collecting supplies = 1
14	The shortness of time (1) the approach / arrival / charge (1) of the enemy (1)	[3]	The enemy = 1 mark
15	Chariot / cart (1)	[1]	
16	her daughters (1)	[1]	Can be singular or plural
17	A – she had approached each tribe (1)	[1]	
18	A – Boudicca has been worn out by beatings (1) B – Boudicca's daughters have been raped (1) F – The Britons have lost their freedom (1)	[3]	

Question	Answer	Marks	Guidance
19	*eo*: so much / so far. They have reached breaking point. *provectas*: metaphorical – the lust of the Romans has advanced to such as extent. *cupidines*: lust – powerful word *ne…quidem*: not even age affords them any respect. *senectam … virginitatem*: contrast between the old and the young, who are equally abused by the Romans *non…impollutam*: litotes for emphasis *impollutam*: powerful metaphor	[2]	Accept any **two** valid points For each bullet point: **Zero** marks for incomplete or omitted Latin quotation with either no analysis or analysis of a different section of Latin. **One** mark for correct Latin quotation or correct analysis of lemma (as in the MS) **Two** marks for correct Latin quotation (as in the MS) paired with correct analysis of Latin quoted. If candidates use incorrect terminology for a literary device or grammatical term, but explain it correctly, full credit is given.
20	the soldiers stay in position until they have thrown their weapons (well trained) they use the lie of the land to aid their defence their aim is accurate – well trained and able strategic formations of the legionaries adds to their strength they rush out / burst out, showing the speed and ferocity of the attack they have cavalry they have auxiliaries the stretched out spears are an effective weapon they break through successfully	[4]	Candidates do not need to refer to the Latin

Question	Answer	Marks	Guidance
21	*ceteri terga praebuere*: all the rest flee *difficili effugio*: the flight was difficult for those who attempted *saepserant abitus*: their retreat was blocked. *abitus* in emphatic position to reflect the futility of their situation / allow reference to the wagons being all around *ne mulierum quidem*: they did not even spare the women *confixaque telis*: detail of the animals pierced through, emphasises the utter defeat *etiam iumenta*: they even killed many beasts of burden *corporum cumulum auxerant*: vivid imagery of the pile of bodies being increased emphasises the defeat / alliteration of 'c' sounds References to short phrases to increase the tension / punchiness of the situation is to be credited	[4]	Accept any **two** valid points For each bullet point: **Zero** marks for incomplete or omitted Latin quotation with either no analysis or analysis of a different section of Latin. **One** mark for correct Latin quotation or correct analysis of lemma (as in the MS) **Two** marks for correct Latin quotation (as in the MS) paired with correct analysis of Latin quoted. If candidates use incorrect terminology for a literary device or grammatical term, but explain it correctly, full credit is given.
22	A - Just under eighty thousand of the Britons fell. D - Boudicca ended her life with poison. E - Poenius Postumus was prefect of the camp of the second legion. G - Poenius Postumus had cheated his own legion out of glory. J - Poenius Postumus pierced himself with his sword.	[5]	

SECTION B

Question	Answer	Marks	Guidance
23	A – before dawn (1)	[1]	
24	Home / to his house / to the house (1)	[1]	
25	Summer (1)	[1]	
26	C – he lay in the sun (1) D - he made notes (1)	[2]	
27	Free from worry / worries / care(s) (1) Relaxed/carefree (1) at rest	[1]	Allow singular or plural
28	D – a secretary (1)	[1]	
29	**either** a book(s) (1) **or** writing tablet(s) (1)	[1]	Allow either point So long as the correct answer is given, do not penalise additions, eg. A book and pens = 1 mark
30	with (long) sleeves / gloves (1)	[1]	
31	a (sedan) chair / litter(1)	[1]	
32	Tacitus / a historian (1)	[1]	Allow **plural** historians Accept someone who wanted the story passed down (for future generations)
33	he was commanding (1) the fleet (1)	[2]	
34 (a)	Younger Pliny's / his / the mother (1)	[1]	
34(b)	B - August 24th (1)	[1]	
35	he ordered a (fast) boat (to be prepared) (1) Allow references to going towards the mountain / investigating the eruption etc (1)	[1]	
36	(if he wanted) to come (1) with him (1)	[2]	

Question	Answer	Marks	Guidance
37	some writing (1) finishing work / study / studies (1)	[1]	Allow any reference to writing / writing a note Allow: he had to study
38	*perterritae* (1) terrified (1)	[2]	
39	by ship/sea (1)	[1]	
40	she begged him (1) to save / rescue her etc (1) Reference to the great danger = 1 mark She sends Pliny a letter = 1 mark References to her being stranded (the implication being she needs rescuing) = 1 mark	[2]	
41	to rescue / help the people / others / them / Rectina (1)	[1]	
42	he changed his plan from a scientific investigation to a rescue mission he went on board himself only one person had asked for his help but he set off to save many he tried to save many people	[2]	Accept any **two** valid points
43	A - The danger was not yet approaching. C - Pomponianus had put his luggage into the ships. D - The wind was preventing their escape on the ships. F - Pliny the Elder embraced Pomponianus. I – Pliny the Elder had a bath.	[5]	
44	• **the physical effects of the eruption;** *ita...ut*: result clause shows how much the ash has risen and the serious effect it has had *cinere mixtisque pumicibus*: word order reflects the mixing together of the ash and pumice; the sense of *mixtis* has dictated the elegant word order *exitus negaretur*: short phrase to reflect the danger and finality	[10]	**10 mark marking grid** Level 4 9 – 10 Level 3 6 – 8 Level 2 3 – 5 Level 1 0 – 2

Question	Answer	Marks	Guidance
	of the situation *crebris ingentibus*: adjectives used to describe the shaking of the buildings reflect the danger *ingentibus tremoribus tecta nutabant*: alliteration of 't' to reflect the harsh sounds of the tremors *nutabant*: graphic way to describe the swaying of the buildings; Pliny has almost personified the buildings *quasi emota sedibus*: the force is so bad that it is as if they have been torn from their foundations *nunc huc nunc illuc*: repetition to emphasise the swaying back and forth *nunc huc nunc illuc*: assonance to emphasise the swaying back and forth • **the behaviour of Pliny and the other people.** *excitatus*: promoted to the beginning of the sentence, and juxtaposed with *procedit* to reflect the urgency of the situation *procedit:* historic present (other examples also) *pervigilaverant*: Pliny might have been calm, but the others certainly weren't, reflected by their staying awake all night *consulunt utrum...an*: their deliberations reflect their uncertainty about what to do *metuebatur*: after describing the physical nature of the danger, Pliny describes the fears of the people *periculorum collatio*: comparison of the dangers; Pliny describes the thoughts of the people, which makes the reader feel closer to the dangers they were encountering *apud illum...vicit*: Pliny uses an elegant and chiastic phrase to express the contrast between his uncle's coolness and the panic of everyone else *timorem timor*: repetition of fear shows the overriding emotion of the majority of people		

Question	Answer	Marks	Guidance
45	the husband of Arria / her husband (1)	[1]	
46	it was serious / bad (1) (superlative not necessary)	[1]	Allow grave, or heavily ill, but **not** heavy (on its own)
47	*pulcherrimus* (1) he was (very) handsome / beautiful (1) *verecundus* (1) he was modest (1) *parentibus carus* (1) he was dear to his parents (1) *pulcherrimus…carus*: tricolon	[2]	Allow style points (e.g. superlative *pulcherrimus,* tricolon of adjectives, polysyndeton) Accept any **one** valid point For each bullet point: **Zero** marks for incomplete or omitted Latin quotation with either no analysis or analysis of a different section of Latin. **One** mark for correct Latin quotation or correct analysis of lemma (as in the MS) **Two** marks for correct Latin quotation (as in the MS) paired with correct analysis of Latin quoted. If candidates use incorrect terminology for a literary device or grammatical term, but explain it correctly, full credit is given.
48	*pulcherrimus…carus*: use of words describing good qualities of the son just after we have been told that he has died; adds to the pathos repetition of *ita* to show all the things she did to hide the truth from her husband. Allow one mark for reference to Arria hiding the truth from her husband. *quin immo* - emphatic ('indeed, she even ...') *quotiens ... intraret ... simulabat* - the tenses suggest Arria's repeated actions *vivere filium* - inversion of subject and verb to emphasise the pretence that the son was <u>alive</u> *persaepe* - her husband keeps asking her for information about their son *'bene dormivit ...'* - vivid use of direct speech *bene dormivit ...'* - simplicity of her reply *cibum consumit*: alliteration of 'c' to emphasise the pretence	[4]	Accept any **two** valid points For each bullet point: **Zero** marks for incomplete or omitted Latin quotation with either no analysis or analysis of a different section of Latin. **One** mark for correct Latin quotation or correct analysis of lemma (as in the MS) **Two** marks for correct Latin quotation (as in the MS) paired with correct analysis of Latin quoted. If candidates use incorrect terminology for a literary device or grammatical term, but explain it correctly, full credit is given.

Marking grid for 10-mark questions (Foundation Tier)

Level	Mark ranges	Characteristics of performance
		• Engagement with the question; • Selection and coverage of supporting points; • Choice and use of evidence from the Latin text; • Accuracy of writing; • Control of appropriate form and register; • Organisation of answer.
4	9-10	• Some engagement with the question; • A range of relevant points; • Some appropriate Latin quotation with some discussion; • Legible and accurate writing, conveying meaning clearly; • Sustained control of appropriate form and register; • Argument well organised.
3	6-8	• Fairly limited engagement with the question; • Some relevant points; • Limited appropriate Latin quotation with limited discussion; • Legible and generally accurate writing, conveying meaning; • Some control of appropriate form and register; • Argument is organised.
2	3-5	• Very limited engagement with the question; • Few relevant points; • Very little or no appropriate Latin quotation with very limited discussion; • Legible and partially accurate writing, mostly conveying meaning; • Limited control of form and register; • Argument apparent in places, even if underdeveloped.
1	0-2	• Little or no engagement with the question; • Any points made are of little or no relevance; • No appropriate Latin quotation or discussion; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar, with meaning unclear; • Very limited control of form and register; • Argument difficult to discern.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the marking grid the presence of bullet points 4–6. In assigning a mark, examiners must first focus on bullet points 1–3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

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