OCR
Oxford Cambridge and RSA

GCE

Latin

Unit **H043/02:** Literature

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Annotation	Meaning
BP	Blank page
Highlight	
Off page comment	
	Point for which a mark / credit is given
	(10-mark questions only) Point with reference from outside the set lines
	Incorrect information / point from outside the line references in the question
BOD	Benefit of doubt
	Omission of words or part-words
	Major error in translation
	Slight error in translation
CON	Consequential error
REP	Repeated error

Subject Specific Marking Instructions

Guidance on applying the marking grids for set text translation

The general principle in assessing each section should be the proportion (out of 5) of sense achieved.

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.

The determination of what a "slight" error is only necessary when it is the only error in a translation; this distinction will then determine whether a mark of 5 or 4 is appropriate. Where marks of 4, 3, 2, 1 and 0 are applicable, the overall proportion of meaning conveyed is the only consideration. The term "major" error has been used here to determine an error which is more serious than a "slight" error.

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.

1. Wrong past tenses are generally considered a "slight" error, but other tense errors are "major". Note, however, that perfect participles can often be correctly translated as present. Note also that allowance must be made for differences of idiom (e.g. *ubi venerunt*: 'when they had come' would be correct; similarly 'when they came' for *cum venissent*). 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 particles (e.g. conjunctions) that add nothing to the sense (e.g. *autem*) may be ignored; those that add little to the sense (e.g. *sed, tamen, igitur*) are "slight" errors; omission of other words is generally a "major" error. All likely 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 a 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 and 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).

The final decisions on what constitutes a “slight” and “major” 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.

AO2 = 5 marks Demonstrate knowledge and understanding of literature	
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 or meaning to the Latin
0	No response or no response worthy of credit.

Guidance on applying the marking grids for the 10-mark extended response question

Two Assessment Objectives are being assessed in extended response questions – **AO2** (Demonstrate knowledge and understanding of literature) and **AO3** (Critically 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 as well as the social, historic and cultural context for the set text. For the highest level, candidates are expected, where relevant, to bring in knowledge and understanding from the material they have read in English.

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.

	AO2 = 5 marks **AO3** = 5 marks	Demonstrate knowledge and understanding of literature Critically analyse, evaluate and respond to literature
Level	**Marks**	**Characteristics of performance**
5	9–10	• detailed knowledge and excellent understand of the material studied in Latin including, where appropriate, the social, cultural and historic context **and**, where relevant, material studied in translation (AO2) • well-argued response to the question which is supported by a range of well-selected examples (AO3) *The response is logically structured, with a well-developed, sustained and coherent line of reasoning.*
4	7–8	• good knowledge and sound understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) • a good response to the question which is supported by some well-selected examples (AO3) *The response is logically structured, with a well-developed and clear line of reasoning.*

3	5–6	• some knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) • a reasonable response to the question which is supported by some points from the set text (AO3) *The response presents a line of reasoning which is mostly relevant and has some structure.*
2	3–4	• limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) • a limited response to the question which is occasional supported by reference to the set text (AO3) *The response presents a line of reasoning but may lack structure.*
1	1–2	• very limited knowledge and understanding of the material studied including, where appropriate, the social, cultural and historic context (AO2) • a very limited response to the question with very limited reference to the set text (AO3) *The information is communicated in an unstructured way.*
	0	• No response or no response worthy of credit.

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Mark</th><th>Guidance</th></tr>
<tr><td>1</td><td>(a)</td><td></td><td>Assess against criteria in the 5-mark AO2 grid (see above).
quonam igitur pacto probari potest insidias Miloni fecisse Clodium? satis est in illa quidem tam audaci, tam nefaria belua docere, magnam ei causam, magnam spem in Milonis morte propositam, magnas utilitates fuisse.

Suggested translation:
How therefore can it be proved that Clodius created the ambush for Milo? Certainly it is enough in such a bold and wicked monster as him to explain that he had a substantial motive, and that in the event of Milo’s death, great hope would have been set before him and there would have been great advantages.</td><td>AO2
5</td><td>The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.

• by what agreement (literal), in what way (quonam pacto): accept
• igitur omitted = slight error
• show, teach (docere): allow but say: slight error
• hopes (plural) (spem): allow
• advantage (singular) (utilitates): allow</td></tr>
<tr><td>1</td><td>(b)</td><td></td><td>Who would have benefited</td><td>AO2
1</td><td>Accept valid alternative expressions</td></tr>
<tr><td>1</td><td>(c)</td><td></td><td>Good men are driven to criminal behaviour [1] by no inducement [1] whereas wicked men often are or wicked men are by a small one [1]</td><td>AO2
3</td><td>Candidate must include saepe or parvo to gain third mark</td></tr>
<tr><td>1</td><td>(d)</td><td></td><td>Consulship</td><td>AO2
1</td><td>Accept ‘consul’</td></tr>
<tr><td>1</td><td>(e)</td><td></td><td>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.

<table>
<tr><td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr>
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</table>

Answers may include:
• non modo … sed etiam: emphasises Clodius had more than one reason to kill Milo
• contrast of Milo as suppressor with other candidates more likely to facilitate Clodius’ plans, highlighted by repetition/polyptoton of</td><td>AO3
8</td><td>Any valid answer to the question will be given due credit.</td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>consul and praetor
• cuius conatus: harsh alliteration
• ratiocinabatur key word choice
• si possent … si vellent: repeated structure emphasises that they would not stop Clodius
• beneficium: these consuls would owe him
• sceleratissimi: superlative</td><td></td><td></td></tr>
<tr><td>1</td><td>(f)</td><td></td><td>Accept any three points and award up to two marks each. Assess against point-by-point marking grid below.

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Answers may include:
• quid? draws attention to accumulation of points Cicero is making
• direct address of iudices
• unbelievable that Milo would do this, as emphasised by e.g. rhetorical question (hunc…veniebat?)
• hoc repeated: such an action was not in Milo’s character
• in hoc … in Clodio: immediate contrast of Milo and Clodius
• regnaturum: key word choice
• further rhetorical questions imply strongly that Clodius, not Milo, had motive e.g. in utro igitur haec fuit?</td><td>AO36</td><td>Any valid answer to the question will be given due credit.</td></tr>
<tr><td>1</td><td>(g)</td><td></td><td>Divine chance/the jury system (1) had given him Petilius and Cato / those men as jurors (1)</td><td>AO22</td><td></td></tr>
</table>

1	(h)		**Accept any four of:** Clodius told Favonius that Milo would be dead within three days (1) Favonius told Quintus Petilius and Marcus Cato this (1) … while Clodius was still alive (1) Three days later the incident took place (1) As Clodius did not hesitate to say it openly … (1) … it cannot be doubted what he was doing (1)	AO2 4	
1	(i)		**In the part of the speech you have read, how convincing do you find Cicero's efforts to prove Milo's innocence?** **Assess against criteria in the 10-mark grid (see above)** *Answers may include (AO3):* Candidates may of course conclude either way. Candidates are likely to comment that Cicero establishes Clodius' greater motive and opportunity. Thus it was Clodius who was more likely to be the plotter, and Milo who acted in self-defence. Cicero accepts that Milo did indeed kill Clodius, but argues that he had no choice. Furthermore, Cicero anticipates and deals with possible objections to his argument. *Supporting evidence may include (AO2):* • candidates should include information regarding the social, cultural and historical background to the text; for example the elections or the structure of the defence speech. Motive • Milo's position was stronger with Clodius alive, whereas Clodius' was weaker with Milo alive Opportunity • Clodius knew Milo was setting out for Lanuvium; Milo did not know that Clodius was returning to Rome following the death of the architect • Clodius was travelling light and with few companions, whereas	10 made up of AO2 = 5 & AO3 = 5	An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded. Examiners should credit any accurate references to material outside of the Latin prescription that a candidate brings into their answer.

			Milo was accompanied by his wife and a cumbersome group of slave girls and boys • The incident took place outside Clodius' estate Further evidence • it was unlikely that Milo would kill Clodius with the election looming • witnesses had heard Clodius making murderous threats, even predicting the day it would happen Outside the set lines, candidates may consider Milo's good character as shown elsewhere, for example in ch 40 taking Clodius to court rather than attacking him with force. Some may use the evidence of Asconius' account to cast doubt on some of Cicero's claims (such as the retinues of Clodius and Milo on the day of the incident).		

Question			Answer	Mark	Guidance
2	**(a)**		Percennius	AO2 1	Allow mis-spelling if recognisable
2	**(b)**		**Assess against criteria in the 5-mark AO2 grid (see above).** postremo promptis iam et aliis seditionis ministris velut contionabundus interrogabat cur paucis centurionibus paucioribus tribunis in modum servorum oboedirent. quando ausuros exposcere remedia, nisi novum et nutantem adhuc principem precibus vel armis adirent? **Suggested translation:** *Finally, now with other helpers also ready for mutiny he began, as if addressing an assembly, to ask why they were obeying a few centurions and even fewer tribunes like slaves. When would they dare to demand solutions if they didn't make an approach to a new and still faltering emperor with entreaties or with arms.*	AO2 5	The below are intended as examples of "slight" and more serious "major" errors, others may be identified at standardisation. • *postremo* omitted = slight error • *iam* omitted = slight error • *aliis* omitted = major error • agents, participants (*ministris*): allow • *et* omitted = slight error • *adhuc* omitted = slight error • force, weapons (*armis*): allow

<table>
<tr><td>2</td><td>(c)</td><td></td><td>Accept any three of:
Men are serving for 30 or 40 years / 30 years or more (1)
… even when seriously wounded (1)
It is not the end of service even for men who are discharged (1)
… as they continue to serve as veterans / under a different standard (1)</td><td>AO2
3</td><td>Accept ‘until they are old men’</td></tr>
<tr><td>2</td><td>(d)</td><td></td><td>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.

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Answers may include:
tot casus / emphatic vita: suggests survival is unlikely
even if a soldier does survive, the reward is unappealing e.g. key vocab trahi / diversas, sarcastic nomen
gravem, infructuosam: asyndeton emphasises the point
low pay of denis in diem assibus
hinc: soldiers had expenses from their own pay
emphatic at hercle
alliteration of verbera [et] vulnera
verbera … sempiterna: listing of difficulties faced</td><td>AO3
8</td><td>Any valid answer to the question will be given due credit.</td></tr>
<tr><td>2</td><td>(e)</td><td></td><td>Accept any three of:
They were not happy (1)
They were not wearing their medals (1)
They looked ugly/shameful etc. (1)
They intended to look sorrowful… (1)
…but it came across as arrogance (1)</td><td>AO2
3</td><td>Allow 1 for armed men looking intimidating</td></tr>
</table>

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<td>2</td>
<td>(f)</td>
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Answers may include:
• circumveniunt: vivid present
• historic infinitives strepere / trepidare
• murmur: onomatopoeic sound
• murmur … quies: listing / paired structures / varatio emphasise their uncertain actions.
• some candidates may comment on the jumping focus between the soldiers and Drusus, with the use of ceteri and illi.</td>
<td>AO3
6</td>
<td>Any valid answer to the question will be given due credit.</td>
</tr>
<tr>
<td>2</td>
<td>(g)</td>
<td></td>
<td>To grant without delay (1) anything which could be bestowed immediately (1)</td>
<td>AO2
2</td>
<td>Either sine cunctatione or statim must be conveyed for 2/2</td>
</tr>
<tr>
<td>2</td>
<td>(h)</td>
<td></td>
<td>It was capable of both indulgence (1) and strictness (1)
or
it should look after (1) the rest (1)</td>
<td>AO2
2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(i)</td>
<td></td>
<td>In what ways does Tacitus create a vivid picture of the breakdown of military discipline in the army?

Assess against criteria in the 10-mark grid (see above)

Answers may include (AO3):

Tacitus presents a vivid picture of the breakdown of discipline through the persuasive speaking of soldiers such as Percennius and the rising level of discontent of the soldiers with various aspects of military service. The inability of officers to diffuse this suggests that these problems have long been overlooked and anger has built up over the years. The indiscipline is so extreme that some lose their lives and there is very little respect shown to quite senior officers.</td>
<td>10 made up of AO2 = 5
&
AO3 = 5</td>
<td>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.

Examiners should credit any accurate references to material outside of the Latin prescription that a candidate brings into their answer.</td>
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</table>

			Supporting evidence may include (AO2): • candidates should include information regarding the social, cultural and historical background to the text; for example military pay and veteran rewards. Percennius' vehement speech • he gives graphic/vivid details about the poor conditions, pay and rewards for service • he is cheered and the soldiers compare stories and wounds • following the speech, the soldiers even squabble among themselves over the naming of the merged brigade. Blaesus • has to resort to deeply emotional argument (e.g. kill him rather than shame the emperor) Vibulenus • lies about the death of his brother to stir up further hostility towards Blaesus • even when the lie is uncovered, the mutiny gathers pace and Lucilius is killed The army's discontent • Nauportus detachments abuse and beat their senior officers • return of these detachments re-starts the mutiny • Drusus' initial difficulties in commanding the attention of the troops • Drusus unable to placate the soldiers as cannot give immediate guarantees without consulting the senate • they continue to jeer at Drusus' guardsmen • only an omen prevents further chaos Outside the set lines, candidates may consider eg the unrest among the legions in Germany.		

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Mark</th><th>Guidance</th></tr>
<tr><td>3</td><td>(a)</td><td></td><td>Evander was making an offering (1)
… to Hercules (and other gods) (1)
Pallas/the leaders/the senate/they were offering incense (1)
Blood smoked on the altars / they were making sacrifices (1)</td><td>AO2
4</td><td>Insist on what was happening rather than who was there.</td></tr>
<tr><td>3</td><td>(b)</td><td></td><td>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.

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Answers may include:

Alarm of Arcadians
• subito visu: suddenness of the sight of the Trojans, especially after their silent approach (tacitos remis)
• prominent position of terrentur
• enjambement of consurgunt mensis as they react in panic

Boldness of Pallas
• prominent position of audax or delay of Pallas (building of suspense to discover who will step forward to greet Trojans)
• rapto telo: Pallas is ready to fight if needed
• questioning of Trojans suggests Pallas is taking firm control of the situation</td><td>AO3
8</td><td>If only the alarm of the Arcadians or the boldness of Pallas is discussed, the maximum possible mark is 6.

Any valid answer to the question will be given due credit.</td></tr>
</table>

<table>
<tr>
<td>3</td>
<td>(c)</td>
<td></td>
<td>Assess against criteria in the 5-mark AO2 grid (see above).
'Troiugenas ac tela vides inimica Latinis,
quos illi bello profugos egere superbo.
Evandrum petimus. ferte haec et dicite lectos
Dardaniae venisse duces socia arma rogantes.'

Suggested translation:
'You see men of Trojan birth and spears hostile to the Latins, whom they have driven out as refugees/despite being refugees through arrogant warfare. We are looking for Evander. Take these words and say that the chosen leaders of Troy have come, asking for allied arms.'</td>
<td>AO2
5</td>
<td>The below are intended as examples of "slight" and more serious "major" errors, others may be identified at standardisation.

• Trojans (Troiugenas): allow
• missiles, weapons (tela): allow
• an armed alliance (social arma): allow
• lectos omitted = major error</td>
</tr>
<tr>
<td>3</td>
<td>(d)</td>
<td></td>
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Answers may include:
• neque fuga: no escape for Cacus
• several gory or unpleasant images such as vomiting smoke (prominent positions of faucibus and evomit), belching fire (incendia vomentem) and the vividness of the death (hic … guttur)
• imagery of fire and blood throughout, with repetition/polyptoton of key words such as fumus and tenebrae (adds atmosphere)
• enjambement in 256/7 and caesura in 257 make Hercules' jump down especially dramatic
• siccum sanguine: hissing sibilance</td>
<td>AO3
8</td>
<td>Any valid answer to the question will be given due credit.</td>
</tr>
</table>

3	**(e)**		He opens the cave (1) reveals the cattle (1) and drags out the body of Cacus (1)	AO2 3	Accept 'doors knocked down' vel sim. Allow 'brings out the cattle'
3	**(f)**		**Accept any two of:** Cacus' eyes and face were terrible (1) His chest was bristly (1) The fires in his throat were extinguished/smoking (1) Cacus is half-beast/half-monster (1)	AO2 2	
3	**(g)**		**In the parts of *Aeneid* VIII you have read, how does Virgil create a positive impression of the Arcadians?** **Assess against criteria in the 10-mark grid (see above)** *Answers may include (AO3):* The Arcadians are seen to be very pious, making appropriate sacrifices and offerings to Hercules, and insisting that the Trojans join them. Furthermore, the Arcadians are very welcoming to the Trojans. Candidates may comment on the Arcadian leaders. Pallas is cautious but very open to his guests, while Evander shows Aeneas a great deal of respect. The alliance the two nations form is at least partly founded on their common ancestry, but also their common enemy. We have sympathy for the Arcadians too, since they seem a humble and impoverished nation, but they do what they can. In particular Virgil encourages us to pity Evander as he sends Pallas out to fight, alongside many other Arcadian sons. *Supporting evidence may include (AO2):*	10 made up of AO2 = 5 & AO3 = 5	An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded. Examiners should credit any accurate references to material outside of the Latin prescription that a candidate brings into their answer.

			• Candidates should include information regarding the social, cultural and historical background to the text; for example, the Roman concept of piety. Evander and Pallas • Pallas' boldness in welcoming the Trojans on his own • Evander's kind and welcoming nature The Arcadians' piety • importance of the feast despite their poverty (use of incense) • it being wrong for the Trojans not to join the celebrations • their continued celebration of Hercules Their hospitality to the Trojans • celebration of the links between their nations • deep respect shown towards Aeneas • bringing back the banquet for the Trojans Sympathy for the Arcadians • their previous troubles with Cacus • Evander's worries on Pallas' departure to fight Outside of the set lines, candidates may consider eg the further rituals in honour of Hercules or Evander's agreement to allow Pallas and a large number of cavalry to accompany the Trojans. Candidates who have read some of Book X may refer to Pallas' prowess on the battlefield.		

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Mark</th><th>Guidance</th></tr>
<tr><td>4</td><td>(a)</td><td></td><td>Accept any four of:
Bright gold (1)
Many acres / acres of (well-ploughed) soil (1)
Constant toil (1)
Nearby enemies (1)
Peals of war trumpets / war trumpets stopping them from sleeping (1)</td><td>AO2
4</td><td></td></tr>
<tr><td>4</td><td>(b)</td><td></td><td>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.

<table><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table>
Answers may include:
use of subjunctives (traducat etc.)
solemn sounds e.g. alliteration in me mea
moderate vocabulary choices e.g. paupertas and inerti framing line 1
emphasis on his rustic nature with prominent position of rusticus
repetition of seu (with appropriate support) to emphasise his piety</td><td>AO3
8</td><td>Any valid answer to the question will be given due credit.</td></tr>
<tr><td>4</td><td>(c)</td><td></td><td>Assess against criteria in the 5-mark AO2 grid (see above).
flava Ceres, tibi sit nostro de rure corona
spicea quae templi pendeat ante fores;
pomosisque ruber custos ponatur in hortis
terreat ut saeva falce Priapus aves.

Suggested translation:</td><td>AO2
5</td><td>The below are intended as examples of “slight” and more serious “major” errors, others may be identified at standardisation.

corona spicea: be flexible as long as both words are conveyed
-que omitted: allow</td></tr>
</table>

<table>
<tr><td></td><td></td><td></td><td>Golden Ceres, let there be a wheat-spiked crown for you from my farm which hangs before the doors of your temple; and Priapus would be set up in the gardens full of fruit as a red guard to scare the birds with his cruel hook.</td><td></td><td>• ruber omitted: major error</td></tr>
<tr><td>4</td><td>(d)</td><td></td><td>Accept any four points and award up to two marks each. Assess against point-by-point marking grid below.

<table><tr><td>2</td><td>expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin</td></tr><tr><td>1</td><td>expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td></tr><tr><td>0</td><td>Point is not valid, or none are drawn</td></tr></table>
Answers may include:
• prominent position of inproba
• illa…liquet: very intimate kisses
• not as a sister kisses her brother but as lovers (qualia … viro)
• repetition of qualia (with appropriate support) to emphasise comparisons to the gods
• outraged questions in direct speech e.g. quid facis
• bitterness that a third person is involved in their relationship</td><td></td><td>Any valid answer to the question will be given due credit.</td></tr>
<tr><td>4</td><td>(e)</td><td></td><td>She feels guilty / accepts she did it</td><td></td><td>Any valid answer to the question will be given due credit.</td></tr>
<tr><td>4</td><td>(f)</td><td></td><td>Accept any four of:
Like the sky reddened by Dawn (1)
Like a girl seen by her betrothed (1)
Like roses (shining bright) among lilies (1)
Like the moon in an eclipse (1)
Like the dye a Maeonian woman puts on ivory (1)</td><td></td><td>Accept ‘bride of Tithonus’ in place of Dawn
Accept ‘a girl who sees her betrothed’</td></tr>
<tr><td>4</td><td>(g)</td><td></td><td>The life of the love poet was not always a happy one. How does your reading of Propertius, Tibullus and Ovid bear this out?

Assess against criteria in the 10-mark grid (see above)</td><td>10 made up of AO2 = 5</td><td>An AO2 heavy response may focus on details from the set texts but not draw many valid conclusions. This is likely to limit the level at which this work can be rewarded.</td></tr>
</table>

			Answers may include (AO3): Candidates may feel that Propertius finds love something of a struggle. He is jealous of those to whom love comes more easily and securely, since while he has passion for Cynthia, she does not appear to return his feelings. Tibullus wishes for an idyllic country life with Delia at his side. In 1.1 Ovid seems to find Cupid a nuisance, but he grudgingly accepts the task of writing love poetry instead of epic. In 2.5 Ovid playfully makes fun of his jealous persona, so while superficially he seems devastated by the girl's behaviour, he perhaps realises that he is being dramatic. *Supporting evidence may include (AO2):* • candidates should include information regarding the social, cultural and historical background to the text; for example the genres or use of metre in poetry. Propertius • Propertius appears to miss the day when he was free from love • he wishes for help in changing Delia's mind • he tells his happier friends to enjoy the love they have Tibullus • Tibullus uses subjunctives to show the ideal country life is still an ideal, not a reality • he wishes he was with Delia Ovid 1.1 • theft of the hexameter foot has inconvenienced Ovid • Cupid has shot Ovid with his arrow • Ovid says farewell and asks for help from the Muse	& AO3 = 5	Examiners should credit any accurate references to material outside of the Latin prescription that a candidate brings into their answer.

			Ovid 2.5 • Ovid has repeatedly wanted to die • he feels deceived • he actually witnessed what happened • he saw the passion of her embrace with the other man • he settles for equivalent passion for himself • he worries that she has been taught by another! Outside the set lines, candidates may consider views from any other poems, which demonstrate happiness or unhappiness: for example Tibullus' exclusus amator in 1.2, Ovid's evidence of his lover's infidelity in 3.14, or Propertius' complaints of the harshness of his mistress in 2.4.		

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