



Oxford Cambridge and RSA

**GCSE**

**Latin**

**J282/02: Prose Literature A**

General Certificate of Secondary Education

**Mark Scheme for June 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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 SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris 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 scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### 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 scoris 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 scoris messaging system, or by email.
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 scoris **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 scoris messaging system, or e-mail.
9. Assistant Examiners will 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: Not applicable in F501
- 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:

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

Question	Answer	Mark	Guidance						
1	<p><i>sicut</i>: although; this suggests that his journey is about to get harder</p> <p><i>gravissimis (aestibus)</i>: he conveys the extreme heat with his use of the superlative; promotion of adjective for emphasis</p> <p><i>etiam</i>: he uses the word 'even' to suggest surprise / dismay that he got a fever / suggests more difficulties</p> <p><i>febriculis</i>: he suffered from a fever which shows the toll the journey took on his health</p> <p><i>contrariis</i>: promoted placement of adjective to emphasise the difficulty of the winds</p> <p><i>ventis</i>: winds are in the plural suggesting they were constantly opposed</p> <p><i>vexatus</i>: strong word choice</p> <p><i>rursus</i>: suggests another difficulty being faced.</p> <p><i>retentus</i>: held back suggests difficulties, in particular the prefix 're-'</p> <p><i>tardius quam speraveram</i>: comparison between expectations and reality</p> <p><i>Pergami substiti / Bithyniam intravi</i>: destination is given towards the end of sentence to highlight difficulty of getting there</p>	<p><b>AO3</b> <b>4</b></p>	<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below. Style <b>and</b> content points should be accepted</p> <table border="1" data-bbox="1238 339 1962 687"> <tr> <td data-bbox="1238 339 1308 491">2</td> <td data-bbox="1308 339 1962 491">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 data-bbox="1238 491 1308 643">1</td> <td data-bbox="1308 491 1962 643">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td data-bbox="1238 643 1308 687">0</td> <td data-bbox="1308 643 1962 687">point is not valid, or none are drawn</td> </tr> </table> <p>A relevant quotation with translation from the text but which is not fully/appropriately analysed = 1 mark.</p>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
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Question	Answer	Mark	Guidance
2	<p>Assess against criteria in the 5-mark AO2 grid (see below).</p> <p><i>his dimissis, et ventum et aestum uno tempore nactus secundum, dato signo et sublatis ancoris, circiter milia passuum septem ab eo loco progressus aperto ac plano litore naves constituit.</i></p> <p><b>Suggested translation:</b></p> <p>Having dismissed these (men), he obtained both a favourable wind and tide at one time, when the signal had been given and the anchors raised, he advanced around seven miles from that place and drew up his ships on an open and flat beach.</p>	<p><b>AO2</b> <b>5</b></p>	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p><b>Allow:</b>  <i>dato signo:</i> after giving  <i>sublatis ancoris:</i> after raising the anchors  <i>nactis:</i> obtaining  <i>ancoris:</i> singular of plural anchor / anchors  <i>uno tempore:</i> at the same time / at one time</p> <p><b>Inconsequential error:</b>  <i>ventum/aestum:</i> plural = 2 x incons errors  <i>eo:</i> this = inconsequential error  <i>progressus:</i> no translation of pro-  omission of <i>ac</i>  <i>progressus</i> = they advanced</p> <p><b>Serious error:</b>  All other omissions and errors  <i>uno tempore</i> = one serious error maximum</p> <p>Maximum of <b>4 serious</b> errors for <b>3 marks</b>  <b>5 or more serious</b> errors equates to max <b>2 marks</b>  To get <b>2 marks</b> there must be one continuous phrase partially correct  At least <b>4 words</b> with the correct meaning for <b>1 mark</b></p> <p>Equate two inconsequential errors as one serious error.</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.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear
1	No continuous sense; isolated knowledge of vocabulary only.



Question		Answer	Mark	Guidance
3	(a)	(because of) the depth of the water / sea / deep water (1)	AO2 1	
3	(b)	he called on / called to / called upon / called to witness / swear by / swear on / the gods (1)	AO2 1	Do not allow 'called' on its own Gods must be plural
3	(c)	terrified / angry / annoyed / disappointed / proud / patriotic / ashamed / feelings of disgrace / brave / felt he was doing the right thing / powerful (1)  He thought they were about to be defeated / he wanted to shame the other soldiers into fighting / he needed to force the other soldiers to fight / he realised what a dangerous situation they were in / disgrace of losing the eagle (1)	AO3 2	
3	(d)	He said that he will have fulfilled his duty (1) to the republic and his commander / general (1)	AO2 2	Do not allow 'emperor' <i>praestitero</i> must be translated as I shall / shall have / will / will have / would / would have  Do not allow plural 'generals' Do not allow 'the public' for 'Republic'

Question			Answer	Mark	Guidance
4	(a)	(i)	as soon as they stood on / got to dry land (1)  also allow: when all their men had pursued / followed (them) (1)	AO2 1	Allow: 'were' for <i>constiterunt</i> , ie 'were on dry land'
4	(a)	(ii)	they put the enemy / barbarians / Britons to flight (1)	AO2 1	Allow: 'the enemy ran away'  Do not accept 'them'
4	(b)	(i)	they were not able to hold / keep their course (1) and reach the island / Britain / land (1)	AO2 2	Do not allow take / capture for <i>capere</i> 'the enemy were not able to hold their course' = 0 marks. HA negates first mark and second point is not made. 'the enemy were not able to hold their course and reach the island' = 1 mark. HA of enemy.
4	(b)	(ii)	they were not able to pursue (the enemy) further / very far (1)	AO2 1	Do not allow 'far / long' for <i>longius</i> <i>prosequi</i> : must be some idea of pursuing / chasing / following for the mark e.g. advance = incorrect.  Allow 'longer / very long' for <i>longius</i>
4	(c)		frustrated / disappointed / angry / upset / worried / concerned / unlucky / unfortunate (1)  because this was the only thing lacking / the only bit of bad luck in his campaign (1)	AO3 2	
5	(a)		the narrow passages / paths / roads / way (1)	AO2 1	Allow singular or plural for <i>vias</i> Do not allow street / streets for <i>vias</i>
5	(b)		they kept the line / column of men / men safe / force(s) / army (1) the enemy were not accustomed to them / used to them / had not seen them before (1) and they were afraid to get (too) close (1)	AO2 3	<i>tutum</i> : allow they protected them
5	(c)		<b>Latin word:</b> <i>fessis (que)</i> (1) <b>English translation:</b> tired (1)	AO2 2	Tired = 1 mark, even if incorrect Latin word given

Question	Answer	Mark	Guidance						
6	<p><b>Answers may include:</b></p> <p><i>praegressus</i>: promotion of the verb to emphasise Hannibal striding on ahead</p> <p><i>longe ac late</i>: alliteration / synonyms to draw attention to the wide view spread before him</p> <p><i>Italiam ... Alpinis ... Circumpadanos</i>: numerous proper nouns to give a factual quality to Hannibal's words</p> <p><i>ostentat</i>: Hannibal shows them the lands lying beneath (literally) and he shows them that this was the moment they could climb over the walls of Rome (metaphor)</p> <p><i>Circumpadanos campos</i>: alliteration of 'c' suggests excitement / wonder at the lands spread beneath</p> <p><i>non modo ... sed etiam</i>: use of balanced phrases to compare the Alps with the walls of Rome</p> <p><i>transcendere</i>: literal meaning is to climb over, but connotations of exceeding / surmounting the obstacle</p> <p><i>moenia</i>: comparison / metaphor between the walls of Rome and the walls of Italy, i.e. the Alps</p> <p><i>Italiae ... Romanae</i>: comparison of Italy and Rome.</p> <p><i>urbis</i>: grand use of <i>urbis</i> instead of Rome</p> <p><i>cetera plana, proclivia fore</i>: asyndeton / short phrases / alliteration to suggest how easy the flat and downhill journey will be easy</p> <p><i>uno aut summum altero proelio</i>: specific / numerical detail to show the soldiers that the end is near</p> <p><i>summum</i>: superlative to show there will be two battles at the very most</p> <p><i>in manu ac potestate</i>: metaphor / hendiadys of Rome being in their hands</p> <p><i>arcem et caput</i>: Livy uses two ways / tautology to express the city of Rome showing its importance</p> <p><i>caput Italiae</i>: metaphor / personification of the head of Italy. Dramatic figurative language</p> <p><i>habituros</i>: use of future tense suggests there is no doubt in Hannibal's mind that they will succeed (also <i>fore</i> in line 4)</p>	<p><b>AO3</b> <b>4</b></p>	<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below. Style points <b>only</b> should be accepted</p> <table border="1" data-bbox="1240 341 1966 687"> <tbody> <tr> <td data-bbox="1240 341 1312 491">2</td> <td data-bbox="1312 341 1966 491">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 data-bbox="1240 491 1312 641">1</td> <td data-bbox="1312 491 1966 641">expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin</td> </tr> <tr> <td data-bbox="1240 641 1312 687">0</td> <td data-bbox="1312 641 1966 687">point is not valid, or none are drawn</td> </tr> </tbody> </table> <p>A relevant quotation with translation from the text but which is not fully/appropriately analysed = 1 mark.</p>	2	expresses a valid point based on a relevant aspect of content or aspect of literary style, with accurate, relevant and suitably explained reference to the Latin	1	expresses a valid point, but is not fully supported by an appropriate selection of content or aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
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Question	Answer	Mark	Guidance
7*	<p>Assess against criteria in the 8-mark AO3 grid (see below).</p> <p><b>How does Livy effectively describe the challenges that faced Hannibal's men?</b></p> <p>Answers may include:</p> <p><b>the description of the men's work:</b>  <i>loco purgato</i>: when the place had been cleared (of snow). The verb is a powerful verb with connotations of cleansing / purifying  <i>fodiendum atque egerendum</i>: gerundives (of obligation) to indicate the necessity of clearing the snow before they could camp; the repetition of the <i>-endum</i> sound emphasises how much they had to complete  <i>muniendam ... caedendum</i>: gerundives (of obligation) to suggest how much needed to be done  <i>quam unam</i>: assonance / hyperbaton suggests the difficulty / effort required  <i>cum caedendum</i>: alliteration of 'c' to suggest the sound of cutting up the rocks;  <i>deiectis detruncatisque</i>: alliteration of 'd' and 'de-' prefix draws attention to the job of cutting down and chopping up the logs  <i>struem ingentem</i>: the huge pile of logs is evidence of the amount of work they had to do  <i>infuso aceto putrefaciunt</i>: scientific / graphic details showing their ingenuity in breaking up the rocks</p> <p><b>the difficulties facing the men</b>  <i>tandem</i>: at last – suggest how long their journey has been going on for</p>	AO3 8	

		<p><i>nequiquam</i>: the soldiers' efforts were at this point in vain; emphatic position to emphasise the fact that the journey was in vain / they had not reached the top</p> <p><i>iumentis atque hominibus</i>: both men and beasts were exhausted</p> <p><i>inde</i>: this suggests that the jobs keep on coming / never end</p> <p><i>hominibus fatigatis</i>: powerful verb to show the men's exhaustion</p> <p><i>castra in iugo posita</i>: they have to camp on an exposed position on the ridge, showing the precarious position they were in</p> <p><i>aegerrime</i>: superlative to demonstrate how difficult it was to clear the snow</p> <p><i>tantum nivis</i>: the amount of snow to be moved is so great; emphatic position of <i>tantum</i> at the start of the phrase</p> <p><i>muniendam</i>: military connotation suggesting how difficult the conditions are to deal with</p> <p><i>per quam unam</i>: there was only one possible route, which shows the difficulty of their situation</p> <p><i>faciunt ... putrefaciunt</i>: historic present to suggest the ongoing nature of the work; polyptoton of <i>faciunt</i> suggests the work is repetitive.</p> <p><i>vis venti</i>: alliteration to convey the roar of the wind; although needed for the fire, it is suggestive of the hostility of the place</p>		
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**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.

<b>8-mark grid for the extended response question</b>		<b>AO3 = 8 marks = Analyse, evaluate and respond to literature</b>
<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>4</b>	<b>7-8</b>	<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><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>
<b>3</b>	<b>5-6</b>	<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><i>The response is well structured with a clear line of reasoning.</i></p>
<b>2</b>	<b>3-4</b>	<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><i>The response presents a line of reasoning which is mostly relevant but may lack structure</i></p>
<b>1</b>	<b>1-2</b>	<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><i>The information is communicated in an unstructured way.</i></p>

0 = No response or no response worthy of credit

Question	Answer	Mark	Guidance
8*	<p><i>You should support your answer with a range of references from the texts you have read, and you may include passages printed on the question paper.</i></p> <p><b>How do the texts of Pliny, Caesar, and Livy show that expeditions abroad in the ancient world could bring many challenges?</b></p> <p><b>Assess against criteria in the 10-mark grid (see below).</b></p> <p><i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i></p> <p><b>Pliny:</b></p> <ul style="list-style-type: none"> <li>• <b>difficult weather conditions:</b> Pliny was held back by contrary winds on his way to Ephesus. The intense heat also hindered his journey</li> <li>• <b>illness:</b> Pliny suffered a slight fever and so delayed his journey at Pergamum</li> <li>• <b>investigations:</b> Pliny is involved in investigating financial irregularities in the city of Prusa. Money is being stolen / spent illegally; possibly such investigations involved dangers</li> </ul> <p><b>Caesar:</b></p> <ul style="list-style-type: none"> <li>• <b>difficulties in disembarking:</b> several factors held Caesar back – the size of the ships meant they had to disembark in deep water</li> <li>• <b>fighting in unfamiliar situations:</b> the soldiers' hands were impeded, they were weighed down by heavy equipment and had to jump into deep water</li> <li>• <b>disadvantages compared with the enemy:</b> the enemy advanced from dry land or only in shallow water; the enemy were in a place well</li> </ul>	<p><b>10</b></p> <p><b>AO2=5</b></p> <p><b>AO3=5</b></p>	<p>For <b>Level 5</b> all three authors must be mentioned Candidates who only mention one author = maximum of <b>Level 2</b>.</p>

		<p>known to them; the enemy had been trained in this type of warfare</p> <ul style="list-style-type: none"> <li>• <b>fear of the soldiers:</b> due to the difficulties disembarking the soldiers were terrified and would not leave the boats. It required the bravery of the eagle-bearer to inspire them to disembark from the boats to attack</li> <li>• <b>logistical difficulties:</b> the cavalry ships with had not been able to hold their course to the landing ground and so Caesar did not have the cavalry to press home the attack</li> </ul> <p><b>Livy:</b></p> <ul style="list-style-type: none"> <li>• <b>exhaustion of the soldiers:</b> Hannibal's soldiers were exhausted from their work and combat and rested on the summit for two days</li> <li>• <b>dangers of the journey:</b> Some of the baggage animals had fallen amid the rocks. The journey down the Alps was even more difficult as the slopes on the Italian side were steeper and the men and animals slipped and stumbled</li> <li>• <b>difficulties of the weather:</b> the snow on the mountains caused difficulties and created fear among the soldiers. Reluctance and hopelessness could be seen on every face</li> <li>• <b>geological dangers:</b> landslips, including one 1000 feet in danger, increased the danger of the journey</li> <li>• <b>delays to the journey:</b> a four-day delay spent removing rocks blocking their way led to baggage animals nearly starving to death as the peaks were virtually bare of vegetation</li> </ul>		
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**Guidance on applying the marking grids for the 10-mark extended response**

Two Assessment Objectives are being assessed in this question – AO2 (Demonstrate knowledge and understanding of literature) and AO3 (Analyse, evaluate and respond to literature). The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for AO2 for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s). Responses are credited for AO3 for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.

For example, in relation to the question ‘How successfully do Tacitus and Cicero turn the reader against Agrippina and Sassia?’, details of Agrippina’s pretence of grief and an understanding that this was in reality an effort to prevent help being brought to Claudius would be evidence of AO2 whilst concluding that this clearly demonstrates Agrippina’s scheming nature and thus helps turn the reader against her would be evidence of AO3.

10-mark grid for the extended response question		AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9-10	<ul style="list-style-type: none"> <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><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><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><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><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><i>The information is communicated in an unstructured way</i></p>

0= No response or no response worthy of credit

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