



Oxford Cambridge and RSA

**GCSE**

**Latin**

**J282/05: Verse Literature B**

General Certificate of Secondary Education

**Mark Scheme for June 2023**

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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****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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 RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Multiple Choice Question Responses**

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space

Award Zero '0' if:







- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**  
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. Assistant Examiners 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:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **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

## 11. Annotations

Annotation	Meaning
	Unclear (used rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (used to indicate something for which credit is not given, or serious errors in translation)
	Tick (use as appropriate to show where good points are being credited in the longer answers)
	Harmful addition (use sparingly)
	Omission mark (inconsequential errors in translations or weak points in short answers and essay questions)
<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

## 12. Subject Specific Marking Instructions

### Further guidance on MARKING Point 5 above

We will need to exercise some discretion in the application of these instructions in order to avoid unfairness to candidates who know the text and understand the question but don't fully appreciate how to present their response. Below are some suggested guidelines.

#### **Low-tariff comprehension questions (up to 3 marks) where numbers are provided for candidate answers:**

As a general rule award up to 1 mark for each of the candidate's numbered points, disregarding any material in each that is surplus to requirements (unless it invalidates the point already made).

This approach may, however, result in unfairness to candidates as they do not necessarily appreciate what precisely constitutes a separate point. They may roll together two correct answers in point 1, perhaps leaving no valid answer for point 2. In this case use discretion to award 2 marks to the candidate's point 1. However, if point 1 is a wrong answer that mark is lost and cannot be carried forward for possible awarding in point 2.

**Where numbers are not provided, use judgement to determine the correct mark for the overall answer in the usual way.**

#### **4-mark literary analysis questions:**

Use discretion

**either** to award up to 2 marks to each of the candidate's numbered points, ignoring any supplementary material that does not contradict the point already made

**or**, where two valid answers are included in numbered point 1, to award up to 2 marks for each of these. However, if the first point made by the candidate is invalid, those marks are lost and cannot be awarded to any later point.

Where a candidate offers a string of points, ignoring the numbering provided, only the first **two** of these should be considered.

**Our aim must be fairness to candidates without giving them carte blanche to offer a string of answers on the off-chance enough are correct.**

#### **NB**

**Marking point 5 above does not apply to the 8 and 10 mark level of response questions.**

Question		Answer	Mark	Guidance
1	(a)	Any <b>three</b> of: <ul style="list-style-type: none"> <li>• it was pushed/driven by a pole</li> <li>• it had sails / Charon attends the sails</li> <li>• it was dark/dusky/rust-coloured/blue</li> <li>• it carried the ghosts/souls/dead/bodies</li> </ul>	<b>AO2</b> <b>3</b>	Accept sensible synonyms for 'subigit', e.g., he 'masters', 'steers', 'propels', etc.  Require reference 'with a pole'
1	(b)	Any <b>two</b> of: <ul style="list-style-type: none"> <li>• he was old</li> <li>• he was a god</li> <li>• his age was fresh / green / energetic / vigorous / sprightly (despite his age)</li> </ul>	<b>AO2</b> <b>2</b>	Do not accept 'he is green' or 'he is strong'



Question		Answer	Mark	Guidance						
2	(a)	<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1"> <tr> <td>2</td> <td>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>1</td> <td>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>0</td> <td>point is not valid, or none is drawn</td> </tr> </table> <p><b>Examples may include:</b></p> <ul style="list-style-type: none"> <li>• <i>effusa ruebat</i>: ‘pouring forth’ and/or ‘rushing’ suggest how desperate the souls are (to get across the river) / emphasised by vivid vocab choice / tautology / pleonasm / imperfect is continuous</li> <li>• <i>matres, viri, corpora, ... iuvenes</i>: polysyndeton / long list emphasises just how many have died / mournful alliteration of ‘m’ / ‘n’, assonance of endings creates feeling of sadness and loss</li> <li>• <i>matres atque viri</i>: emphasis on the family relationship suggests the sadness of bereavement</li> <li>• <i>magnanimum heroum / pueri innuptaeque puellae</i>: sadness of people who died before their time</li> <li>• <i>pueri ... puellae</i>: many are just children (‘p’ alliteration to draw attention)</li> <li>• <i>innuptae</i>: sense of lives unfulfilled / 3 long drawn out syllables makes us dwell on the word</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 makes us feel sorry for the crowd on the river bank.</p> <p>The Latin reference may be as little as a single word but must be coherent and relevant to the point being made.</p> <p>Do not accept simple references with polysyndeton ‘et’ / ‘que’, when candidates do not specify what is contained in the list.</p> <p><i>NB. Responses which refer to the simile of the leaves cannot be credited as it stands outside the lemma.</i></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
		<ul style="list-style-type: none"> <li><i>impositique ... parentum</i>: tragic image of young men dying and their parents having to conduct their funeral / graphic detail of <i>impositique rogis</i> and <i>ante ora parentum</i> / positioning of contrasting words <i>iuvenes</i> and <i>parentum</i> throws emphasis onto the unnaturalness of parents surviving their sons</li> </ul>		
2	(b)	Any <b>two of</b> : <ul style="list-style-type: none"> <li>there are a lot / many of them</li> <li>they are heading downwards (to the ground or the underworld)</li> <li>they are fragile / light / insubstantial / gliding down</li> <li>they are dead / their life has ended</li> </ul>	<b>AO3</b> <b>2</b>	Accept any other convincing comparisons, e.g., 'leaves change colour, souls change body', 'coldness of autumn, gloom of the underworld', 'the leaves have no control, just like the souls', etc.

Question		Answer	Mark	Guidance
3	(a)	Latin word: <i>armatus</i>  English translation: armed / wearing armour / carrying weapons	<b>AO2</b> <b>2</b>	Do not accept 'arms'
3	(b)	Any <b>one of</b> : <ul style="list-style-type: none"> <li>Aeneas is alive / he is not one of the dead</li> <li>This is the place of ghosts / shadows</li> <li>It is wrong / sinful to carry living bodies across the Styx</li> </ul>	<b>AO2</b> <b>1</b>	Accept any suitable paraphrase of the key point.  Do not accept 'the place of sleep and night'

Question			Answer	Mark	Guidance
4	(a)	(i)	a bough / branch / twig	AO2 1	
4	(a)	(ii)	Any <b>one</b> of: <ul style="list-style-type: none"> <li>• it was golden</li> <li>• it was fateful / destined / holy</li> <li>• he hadn't seen it for a long time / it hadn't been seen for a long time</li> </ul>	AO2 1	Accept any reasonable translation of <i>venerabile</i> or <i>fatalis</i> .  Do not accept 'fatal' for <i>fatalis</i> .
4	(b)		he drove away / cast out the souls (off the boat) (1)  he released / opened / cleared up the gangways / gateways (1)	AO2 2	
4	(c)		It groaned (1)  <b>AND</b>  It let in (a lot of) water / swamp / marsh / it leaked <b>OR</b> the seams cracked (1)	AO2 2	Do not accept reference to 'grounded'

Question		Answer	Mark	Guidance
5	(a)	They were going to the upper light / the world above <b>or</b> they were going to be (re)born.	<b>AO2</b> <b>1</b>	Require reference to 'upper' / 'above' BOD 'they went to the light' (past tense)
5	(b)	Any <b>two</b> of the following or other valid points: <ul style="list-style-type: none"> <li>• he was reviewing / counting / considering them carefully (Require reference to <i>studio</i>)</li> <li>• he was counting up the whole number / holding a census of them all</li> <li>• they are described as his 'dear descendants' (Require reference to <i>caros</i>)</li> <li>• he was reckoning up / reviewing their fates / fortunes / customs / moral qualities / actions</li> </ul>	<b>AO3</b> <b>2</b>	Latin is <b>not</b> required.  Accept references to style <b>only</b> if they are clearly linked to the question (example: 'there is a long list of all the things he wanted to know about them').

Question		Answer	Mark	Guidance								
6		<p>Accept any <b>two</b> points and award up to <b>two</b> marks each. Assess against point-by-point marking grid below.</p> <table border="1" data-bbox="465 448 1189 826"> <tr> <td data-bbox="465 448 510 584">2</td> <td data-bbox="510 448 1189 584">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 data-bbox="465 584 510 719">1</td> <td data-bbox="510 584 1189 719">expresses a valid point, but is not fully supported by an appropriate aspect of literary style or reference to Latin</td> </tr> <tr> <td data-bbox="465 719 510 791">0</td> <td data-bbox="510 719 1189 791">point is not valid, or none is drawn</td> </tr> <tr> <td data-bbox="465 791 510 826"></td> <td data-bbox="510 791 1189 826"></td> </tr> </table> <p><b>Examples may include:</b></p> <ul data-bbox="465 948 1189 1406" style="list-style-type: none"> <li>• <i>da ... da</i>: repetition / imperatives / emphatic position of second 'da', emphasises he really wants to touch his father / he keeps trying;</li> <li>• <i>te amplexu... nostro</i>: word order reflects idea of embrace / Aeneas' desire to embrace his father;</li> <li>• <i>ne subtrahe</i>: the imperative 'do not withdraw' shows Aeneas' desperation to hold his father;</li> <li>• <i>te amplexu</i>: 'you' and 'embrace' next to each other emphasises his longing;</li> <li>• <i>largo fletu ... rigabat</i>: three words, all suggesting large quantity, emphasise how much he is weeping and hence his desperation;</li> </ul>	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			<p><b>AO3</b> <b>4</b></p>	<p>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).</p> <p>Candidates must indicate (by translation or in their explanation) that they know what the chosen word or phrase means and how it emphasises Aeneas' desperation to hug his father.</p> <p>Accept other convincing style points if they are well made.</p> <p>Two references to two different Latin phrases required.</p>
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											

Question		Answer	Mark	Guidance
		<ul style="list-style-type: none"> <li>• <i>rigabat</i>: particular word choice / metaphor 'drenching', 'irrigating his face' shows the quantity of tears that shows his desperation;</li> <li>• <i>simul</i>: he weeps copiously while he is actually speaking, showing the strength of his feeling;</li> <li>• <i>ter ... ter</i>: repetition or emphatic positioning of words show how hard he tries to hug his father;</li> <li>• <i>collo ... circum</i>: detailed description of an embrace / emphasised by alliteration;</li> <li>• <i>frustra ... effugit imago</i>: embracing word order emphasises the futility of all his efforts / tautology of <i>frustra comprehensa</i> and <i>effugit</i>, that the image is grasped in vain, as well as escapes (NB. Reference solely to <i>frustra</i> only partial credit).</li> </ul>		

**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 the passage (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 overall sense, 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 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										
7		<p><i>dixerat Anchises natumque unaque Sibyllam conventus trahit in medios turbamque sonantem et tumulum capit unde omnes longo ordine posset adversos legere et venientum discere vultus.</i></p> <p>Suggested translation:</p> <p>(After/when) Anchises had spoken / finished speaking</p> <p>he drew / dragged / led / brought forward</p> <p>his son together with the Sibyl / his son and the Sibyl along (<i>una</i>) with him</p> <p>into/to the midst / middle of the assembly / gathering(s) and the noisy / murmuring crowd</p> <p>and he reached / found / chose / occupied / took his stand on a mound</p> <p>from which / where</p> <p>he could / was able to pick / survey</p> <p>them all in a long line opposite / facing / as they faced him and</p> <p>to learn / know / identify their faces / features as they came (up) / approaching</p>	AO2 5	<table border="1"> <tr> <td>5</td> <td>Perfectly accurate with no errors or omissions, or one inconsequential error.</td> </tr> <tr> <td>4</td> <td>Essentially correct but two inconsequential errors or one more serious error.</td> </tr> <tr> <td>3</td> <td>Overall meaning clear, but more serious errors or omissions.</td> </tr> <tr> <td>2</td> <td>Part correct but with overall sense lacking/unclear.</td> </tr> <tr> <td>1</td> <td>No continuous sense; isolated knowledge of vocabulary only.</td> </tr> </table> <p>The omission or mistranslation of any word constitutes a more serious error unless indicated otherwise below.</p> <p>Accept English that accurately renders the sense of the Latin in context. e.g., <i>legere</i> as 'to review', 'to survey', etc., or e.g., '<i>tumulum capit</i>', 'he positioned himself on a mound', 'he took his stand on the mound', etc.</p> <p>Allow:</p> <ul style="list-style-type: none"> <li>• present tense rendering for <i>trahit</i> and <i>capit</i></li> <li>• Rendering <i>omnes</i> with either <i>adversos</i> or <i>vultus</i></li> <li>• present or past tense for historic present verbs</li> </ul> <p>Inconsequential errors include:</p> <ul style="list-style-type: none"> <li>• 'spoke' for <i>dixerat</i></li> <li>• 'in the crowd' for 'in', instead of 'into'</li> </ul>	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.
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1	No continuous sense; isolated knowledge of vocabulary only.													



Question			Answer	Mark	Guidance
					<p>Serious errors include:</p> <ul style="list-style-type: none"> <li>• 'he captured' for <i>capit</i></li> <li>• not rendering <i>una</i> (line 1) in some way</li> </ul> <p>Maximum of <b>5 serious</b> errors for <b>3 marks</b>  More than <b>5 serious</b> errors equate to max <b>2 marks</b>  <b>For 2 marks, at least one full phrase must be translated correctly.</b>  At least <b>4 words</b> with the correct meaning for <b>1 mark.</b></p> <p>Do not penalise omission of <i>-que</i> or <i>et</i> as long as reasonable coherence is maintained.</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>

8*		<p><b>Assess against the criteria in the 8-mark AO3 grid (see above).</b></p> <p><b>Points that emphasise that Augustus is destined to be a very important figure in Roman history may include:</b></p> <ul style="list-style-type: none"> <li>• <i>hic ... genus</i>: repetition of <i>hic</i> emphasises that this is someone very special / emphatic position of <i>hic</i> draws immediate attention to Augustus' grandeur;</li> <li>• <i>promitti saepius audis</i>: he has often been promised to the world, stressing his importance / comparative suggests everyone knows the greatness of the future Augustus;</li> <li>• Augustus Caesar: promoted / full name used / beginning of line 2 (with 5 long syllables) gives sense of his importance in history</li> <li>• <i>divi genus</i>: he has divine parentage, hero-like</li> <li>• <i>aurea saecula</i>: word choice of 'aurea', he will bring back a golden age / hyperbaton of <i>aurea</i> and <i>saecula</i> (with enjambement) throws emphasis onto these key words</li> <li>• <i>Latio Saturno</i>: enjambement of <i>Saturno</i>, places Augustus and the god Saturn on a par</li> <li>• <i>rursus ... quondam</i>: antithetical <i>rursus</i> / <i>quondam</i> puts Augustus' glory on a par with Saturn's</li> <li>• <i>proferet imperium</i>: he will push the empire beyond even these / inversion of <i>proferet imperium</i> highlights the idea of power/empire</li> <li>• <i>super Garamantas et Indos</i>: reference to exotic far-away nations highlights the sway of Augustus' future empire, reminiscent of Alexander the Great</li> <li>• <i>extra sidera, extra vias</i>: repetition of <i>extra</i> emphasises huge distance of Aug's conquests / hyperbole of lands lying beyond the stars, shows how far Augustus' empire will reach.</li> </ul>	AO3 8	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.
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		<ul style="list-style-type: none"> <li>• <i>sidera, anni, solis, caelifer, axem, stellis</i>: build up of 'sky' words puts him beyond the earth;</li> <li>• <i>ubi Atlas torquet axem</i>: hyperbole of reference to Atlas shows how far Augustus' empire will reach / Atlas represent the furthest bounds of Augustus' future empire; Aug. is beyond normal human glory and experience (<i>NB. Do not allow simple references to mythology, or directly comparing Augustus to Atlas</i>);</li> <li>• <i>iam nunc</i>: tautology suggests that far before the arrival of Augustus, foreign nations tremble at his coming, daunting prospect of Augustus' arrival;</li> <li>• <i>Caspia regna, Maeotia tellus, ostia Nili</i>: tricolon / personification of distant regions are already trembling at his approach (hyperbole builds up his importance);</li> <li>• <i>responsis divum</i>: oracles are predicting his coming centuries before it happens;</li> <li>• <i>horrent, turbant, trepida</i>: build up of words of fearing show how Augustus will conquer all / alliteration of 't' in <i>turbant trepida</i> draws attention to fear of foreign nations at Augustus' arrival;</li> <li>• <i>Caspia, Maeotia, septemgemini</i>: exotic-sounding names and words (<i>Caspia, Maeotia, septemgemini</i>) give sense of wonder at Augustus' achievements.</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 far do you agree that Aeneas’ experience in the Underworld was more depressing than encouraging?’ saying that the surroundings Aeneas finds himself in are thoroughly unpleasant and frightening would be evidence of AO3; giving details of the filthy rivers violently belching mud would be evidence of **AO2**.

### 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>

Question		Answer	Mark	Guidance
9*		<p><b>‘An experience that was more depressing than encouraging.’ How far do you agree with this description of Aeneas’ visit to the Underworld?</b></p> <p><b>Assess against the criteria in the 10-mark grid given above.</b></p> <p><b>Arguments (AO3) may include:</b></p> <p><b>Depressing aspects:</b></p> <ul style="list-style-type: none"> <li>The terrain of the Underworld is very gloomy and frightening.</li> <li>Charon is a grim figure in both appearance and behaviour.</li> <li>The souls are shown as desperate to reach the further bank but are often turned away.</li> <li>The souls are reminders of human bereavement and loss (of which Aeneas has suffered much).</li> </ul>	<p><b>10</b> <b>made up of</b> <b>AO2</b> <b>5</b> <b>+</b> <b>AO3</b> <b>5</b></p>	<p>To gain marks in <b>AO3</b> candidates should deploy a range of these or other appropriate arguments in any combination depending on their individual view of the poems.</p> <p>To gain marks in <b>AO2</b> candidates need to give detailed evidence from the text to support their arguments.</p> <p>To access levels 4 and 5 candidates need to include some reference to both the depressing and the encouraging aspects of the text.</p> <p>Candidates need to include material from outside the passages of the exam paper in order to achieve the top level. These may include references to Aeneid 6 which are outside of the prescribed Latin text.</p>

Question	Answer	Mark	Guidance
	<p><b>Encouraging aspects:</b></p> <ul style="list-style-type: none"> <li>• Aeneas gets to see his father again: his father seems to be having a good time and gives him a lot of good news.</li> <li>• Aeneas learns that his mission to reach Italy will be successful and that he will have a long line of illustrious descendants.</li> <li>• The race he founds will culminate in the glorious reign of Augustus who will extend the Roman empire throughout the known world.</li> </ul> <p><b>Examiners should credit valid references to other parts of Aeneid 6 which are outside of the set text, e.g., Dido, Palinurus, etc. which address the question.</b></p> <p><b>Supporting material (AO2) may include:</b></p> <p><b>Depressing details:</b></p> <ul style="list-style-type: none"> <li>• Horrible details of the mud, filth and boiling whirlpools of the various rivers.</li> <li>• Details of Charon’s frightening appearance: dirty cloak, unkempt hair, flaming eyes</li> <li>• Rough treatment of the souls: summarily taking some and rejecting others, turning them off the boat for Aeneas to get in</li> <li>• Sad details of people who have died young leaving behind grieving families. Aeneas meets his father again but cannot embrace him</li> </ul>		

Question		Answer	Mark	Guidance
		<p><b>Encouraging details:</b></p> <ul style="list-style-type: none"> <li>• Anchises is delighted to see his son again and congratulates him on overcoming all the hardships of his journey (whether physical or emotional)</li> <li>• The plains buzz like a meadow, scenes of tranquility, teeming with souls and life</li> <li>• Anchises reviewing the long line of souls waiting to be re-born: the Trojan stock will form an illustrious line of Italian descendants bearing the Julian name.</li> <li>• Enormous glorification of Augustus' distant conquests reaching the stars and beyond</li> </ul>		



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