

GCSE

Latin

J282/03: Prose Literature B

General Certificate of Secondary Education

Mark Scheme for June 2024

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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: 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

11. Annotations

Annotation	Meaning
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	Cross (use very sparingly, to indicate something to which you are not giving credit)
	Extendable horizontal line (more serious error in translation questions)
	Extendable horizontal wavy line (inconsequential error in translation questions)
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the longer answer)
	Harmful addition
	Repeated or consequential error
	Omission mark (use in translation questions and elsewhere if desired)
	Use on an extra page or in white space to show that candidate material has been seen and considered
	Blank Page: mark any page that is blank

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)		are the dead accustomed to/do the dead usually / often (1) run away (here) (1)	AO2 2	
1	(b)		<p>offended / angry / sad / victimised / a victim of xenophobia / confused / belittled / ashamed / surprised / foolish / naïve (1)</p> <p>Reasons: the passer-by has been rude to him as he was called a boy / a foreigner / that he did not know he was in Thessaly / where he was (1)</p>	AO3 2	<p>1 mark for any sensible feeling</p> <p>Allow any brief explanation or reason that demonstrates that the candidate has understood the situation. Some reference to what the passerby has said is necessary for 2 marks, e.g. 'boy', 'foreigner', 'not knowing he's in Thessaly'.</p> <p>"The passerby has been rude to him" (1 mark only)</p> <p>Do not allow references to sections outside the lemma (eg 'where witches bite the faces of the dead')</p>
1	(c)		They are (extra) ingredients / supplements (1) for (their) magic (art) (1)	AO2 2	<p>Allow: 'to supplement their magic'</p> <p>Allow: 'magic ingredients'</p>

Question			Answer	Mark	Guidance						
2			<p>Style and content points should be accepted.</p> <p><i>sic desolatus ad cadaveris solacium</i>: sibilance ('hiss') suggests the frightening nature of being left alone with a dead body / juxtaposition of <i>desolatus</i> and <i>ad cadaveris</i> reinforces the proximity</p> <p><i>desolatus</i>: he is left alone</p> <p><i>ad cadaveris solacium</i>: his job is to comfort the corpse; this is a strange way of describing the job of looking after the corpse / reference to a corpse is a frightening job</p> <p><i>perfrictis oculis et paratis</i>: sibilance / '-is' sound to mimic the nervous rubbing of his eyes</p> <p><i>perfrictis, permulcebam, pervigilabam</i>: repetition of <i>per-</i> to suggest the difficult and frightening nature of the job / reference to intensifying prefix <i>-per</i> suggesting the difficult and terrifying nature of the job</p> <p><i>vigiliam, pervigilabam</i>: repetition of the <i>vigil-</i> emphasises the challenge of the task</p> <p><i>animum meum permulcebam</i>: he has to soothe his mind as he is so stressed / sound effect of repeated 'm' suggests soothing his mind</p> <p><i>usque ad mediam noctem</i>: it is midnight / the middle of night when bad things might happen / creates suspense as we do not know what happens after midnight</p>	AO3 4	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <p>Style and content points should be accepted.</p> <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>	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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0	point is not valid, or none are drawn										

Question			Answer	Mark	Guidance
			<p><i>formido cumulation</i>: the comparative shows that he is getting even more afraid / omission of the verb 'to be' creates a sense of impending fear</p> <p><i>repente</i>: the entrance of the weasel is sudden; reference to the weasel is required</p> <p><i>introrepens</i>: creeping; the choice of word emphasises the sinister nature of the weasel</p> <p><i>mustela</i>: the reference to weasel creates a sense of foreboding, an animal associated with witches</p> <p><i>me ... me</i>: repetition puts all the focus on Thelyphron suggesting that he feels threatened</p> <p><i>contra me constitit oculosque</i>: alliteration of 'c' to mimic the footsteps of the weasel / the intimidating stance of the weasel suggests a threatening and frightening situation</p> <p><i>oculosque in me fixit</i>: the staring of weasel creates fear and tension</p>		

Question			Answer	Mark	Guidance
3			<p>Assess against criteria in the 8-mark AO3 grid (see below).</p> <p>How does Apuleius make this scene vivid and dramatic?</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • the words of the old man; <p><i>per fidem</i>...: the use of direct speech makes the passage vivid and makes the reader feel like they are a by-stander to the events</p> <p><i>per fidem ... per pietatem</i>: repetition to hammer home his point / emphatic position at the start of each phrase</p> <p><i>cives, civi</i>: repetition / appeal to citizens adds rhetorical flourish / calling upon civic duty</p> <p><i>per pietatem publicam, perempto</i>: alliteration of 'p' / plosive sounds to convey dramatically the emotions of the speaker</p> <p><i>fidem</i>...etc must make full points for each</p> <p><i>perempto</i>: dramatic choice of word</p> <p><i>subsistite ... vindicate</i>: use of imperative(s); the old man is begging for their help</p> <p><i>extremum facinus</i>: superlative to emphasise the vile nature of the crime</p> <p><i>istius feminae</i>: pejorative use of <i>istius</i> / he does not name the woman</p> <p><i>nefariae scelestae</i>: pleonasm / use of synonyms to emphasise the evil nature of the woman</p>	AO3 8	<p>Candidates do not need to use technical terms for rhetorical or literary devices. It is sufficient to explain the literary effect without reference to terminology.</p> <p>For the top level, there should be very good engagement with the question, and good development of points; candidates who do not satisfy these requirements should not score in level 4 (7-8 marks) irrespective of the number of points made.</p> <p>Where candidates make more than one point on an individual quotation, they must show clear development of each in order to gain credit</p>

Question			Answer	Mark	Guidance
			<p><i>haec</i>: emphatic position to point the finger of blame at the woman</p> <p><i>nec ullus alius</i>: he dramatically claims that she and no-one else is to blame for the murder</p> <p><i>miserum iuvenem</i>: the young age of the victim is shocking and the <i>miserum</i> adds to the feelings of grief</p> <p><i>sororis meae filium</i>: the fact that the old man is related to the victim adds to the drama</p> <p><i>in adulteri gratiam et ob praedam hereditariam</i>: the motives behind the murder dramatically add another dimension to the story; sex and money</p> <p><i>in ... ob</i>: the two different prepositions highlight the two different motives the old man gives</p> <p><i>exstinxit</i>: powerful choice of word</p> <p><i>veneno</i>: word order for emphasis</p> <p>• the reaction of the woman.</p> <p><i>lacrimis effusis</i>: hyperbole / metaphor to show the dramatic grief of the woman / repeated ‘-is’ to emphasise the weeping</p> <p><i>quamque sanctissime poterat adiurans</i>: superlative to show her dramatic attempts to prove her innocence</p> <p><i>cunctos deos</i>: hyperbole / content point – dramatic as the woman prays by all the gods</p> <p><i>tantum scelus</i>: this crime is the worst imaginable</p>		

Question			Answer	Mark	Guidance
			<p><i>abnuebat</i>: this verb allows the reader to imagine her shaking her head vigorously to deny the crime / the imperfect tense suggests repeated denials</p> <p><i>ergo senex ille</i>: ellipsis of the main verb makes this statement dramatic</p> <p><i>providentiam ponamus</i>: alliteration of 'p' stresses the referral to divine providence.</p>		

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.

8-mark grid for the extended response question literature			AO3 = 8 marks = Analyse, evaluate and respond to
Level	Marks	Description	
4	7-8	<ul style="list-style-type: none"> • very good engagement with the question • 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 <p><i>The response is logically structured, with a well-developed, coherent line of reasoning.</i></p>	
3	5-6	<ul style="list-style-type: none"> • good engagement with the question • 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 <p><i>The response is well structured with a clear line of reasoning.</i></p>	
2	3-4	<ul style="list-style-type: none"> • some engagement with the question • 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 <p><i>The response presents a line of reasoning which is mostly relevant but may lack structure</i></p>	
1	1-2	<ul style="list-style-type: none"> • little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <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
4	(a)		the corpse replied / responded (1) / addressed / spoke to / the people / crowd (1) with a deep groan (1)	AO2 2	Allow any two of the answers 'deep' must be translated for the mark Allow 'groaned deeply'
4	(b)		the man was murdered by his new bride / wife (1) by poison / a deadly wine-cup (1)	AO2 2	Reference to 'new' is required for the mark.
4	(c)		he intended to give them clear proof(s) of the truth (1) and show what no one (else) has found out / predicted (1)	AO2 2	Require reference to <i>perlucida</i> and <i>documenta</i> for first mark Reference to <i>indicabo</i> required for the second mark. Allow: 'show what had not yet been uncovered / found out' Do not allow 'documents'

Question			Answer	Mark	Guidance
5			<p>Assess against criteria in the 5-mark AO2 grid (see below).</p> <p><i>nec postea sic debilis ac sic ridiculus ad patriam redire potui, sed capillis hinc inde deiectis aurium vulnera celavi, nasi vero dedecus linteolo isto decenter obtexi.</i></p> <p>Suggested translation:</p> <p>And afterwards/after, thus maimed and thus ridiculous, I could not return to my native land, but with my hair grown long / let down on both sides I hid the wounds of my ears, and indeed I decently covered up with this/that (small/little) patch/cloth the disgrace of my nose.</p>	AO2 5	<p>The following examples are intended to exemplify what might constitute an inconsequential and more serious error.</p> <p>Accept:</p> <p><i>sic ... sic</i>: candidates only need to translate the first <i>sic</i></p> <p><i>capillis deiectis</i>: '(by) growing / letting down my hair' '<i>I let my hair down in order to hide..</i>'</p> <p><i>aurium vulnera</i>: allow 'wounds to my ears'</p> <p><i>vero</i>: allow a range of meanings eg. 'what is more / but / in truth' etc</p> <p><i>linteolo</i>: allow cloth / patch without reference to 'little' as this is given in the CLA vocabulary</p> <p>Inconsequential errors: None.</p> <p>Serious errors: All other omissions and errors</p> <p>Omission of the phrase <i>sic debilis ac sic ridiculus</i> = 3 serious errors (1 for <i>sic</i>, one for each of the adjectives)</p> <p>Omission of <i>hinc inde</i> = maximum 1 serious error</p>

Question			Answer	Mark	Guidance
					<p><i>aurium vulnera</i>: my wounded ears = serious error</p> <p>Errors of tense are serious errors, but candidates who put both <i>celavi</i> and <i>obtexi</i> in the present tense should lose one mark max.</p> <p>Maximum of 4 serious errors for 3 marks 5 or more serious errors equate to max 2 marks For 2 marks, at least one full phrase must be translated correctly. At least 4 words with the correct meaning for 1 mark</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
6	(a)		<i>postridie</i> (1) (on) the next / following day (1)	AO2 2	Do not allow 'tomorrow'
	(b)		eager / enthusiastic / keen / full of anticipation / made him feel special / flattered / honoured / appreciative Reason: he thought he was going to be able to buy the gardens / he was looking forward to doing a business deal / he was looking forward to a nice dinner / wanted to see the gardens / the meal and tour of gardens is specially prepared for Canius (1)	AO3 2	Do not allow generic / imprecise feelings such as 'happy' Allow any reason that properly demonstrates that the candidate has understood the situation. Do not accept 'early' for <i>tempore</i> Allow explanation for Canius being eager 'because he was punctual'
	(c)		there was many / multitude / fleet / crowd of (fishing) boats (1) each man / they was bringing in what he had caught (1) fish were being thrown before Pythius' / his feet (1)	AO2 3	Require <i>deiciebantur</i> to have a sense of 'thrown', or 'tossed', not simply 'placed'. Require 'at the feet' <i>multitudo</i> : a number of boats = 0 <i>adferebat</i> : allow brought / carried

Question			Answer	Mark	Guidance						
7			<p>Style points <u>only</u> should be accepted.</p> <p><i>incensus</i>: inflamed; metaphor / imagery to emphasise his greed / emphatically placed <i>incensus Canius cupiditate contendit</i>: alliteration of 'c' to reflect the heightened feelings of Canius and draw attention to his greed / closing word order to emphasise all-encompassing greed</p> <p><i>contendit</i>: idiomatic use of the verb to emphasise the begging of Canius; NB candidates must make a style point commenting on the use of <i>contendit</i></p> <p><i>homo cupidus et dives</i>: pejorative use of <i>homo</i> / use of two adjectives paints Canius in a negative light</p> <p><i>primo... tandem</i>: contrasts Pythius' refusal at first, and how Canius continued to beg until the end.</p> <p><i>cupiditate ... cupidus</i>: polyptoton / repetition of the greed / greedy</p> <p><i>tanti quanti</i>: balanced phrasing to emphasise the fact that Canius really will pay anything to get what he wants / allow references to chiasmus</p> <p><i>invitat</i>: promotion of the verb to show how keen Canius is to show off what he has just bought.</p>	AO3 4	<p>Accept any two points and award up to two marks each. Assess against point-by-point marking grid below.</p> <p>Style points <u>only</u> should be accepted.</p> <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> <p>Do not credit: <i>tandem tamen</i>: references made to this phrase are content-based, and not related to the negative presentation of Canius</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
8			<p><i>What impression do you have of Thelyphron (the narrator in <i>sagae Thessalae</i>) and Pythius (in <i>personae non gratae</i>)?</i></p> <p><i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i></p> <p><i>Sagae Thessalae:</i></p> <p>Thelyphron:</p> <ul style="list-style-type: none"> • <i>independent</i>: when he runs out of money he takes matters into his own hands and gets a job to get more money • <i>inquisitive / intrepid</i>: he enjoys travelling and wants to visit the places in the province of Thessaly. He is also on his way to the Olympic Games • <i>humorous</i>: he jokingly asks a passer-by if the dead are accustomed to run away here. However this could be seen as <i>insensitive</i>. • <i>brave / confident</i>: when he has found out about the facts concerning the job, he strengthens his resolve and confidently offers his services. He tries to get rid of the weasel by calling it a wicked beast and telling it to leave before he quickly experiences his strength 	<p>AO2=5</p> <p>AO3=5</p>	<p>Candidates who refer to only one character can get a maximum of 6 marks.</p> <p>For the top level (9-10) detailed knowledge and understanding with specific reference to the text is expected, along with overall well-argued response.</p> <p>No credit can be given to points made about Canius. The question asks about Pythius</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • <i>naïve</i>: he does not appear to be suspicious about the job in hand • <i>fearful / terrified</i>: when he wakes up at dawn he is terrified by a great panic • <i>curious</i>: he watches curiously as the prophet brings to life the corpse • <i>unlucky</i>: Thelyphron is unlucky to have the same name as the corpse he was guarding, with disastrous effects • <i>pitiful</i>: the corpse calls Thelyphron ‘this wretched man’ because of his mutilation. The scene when he realises that he has been mutilated is pitiful as he begins to examine his face • <i>victimised</i>: when his ears and nose come off the crowd point at him and identify him with fingers and nods • <i>embarrassed</i>: he grows his hair long to hide his ears and covered up his nose with a cloth; he feels humiliated • <i>feeble-minded</i>: his name means womanly-minded, which is meant to be an ironic reference to his lack of spirit <p>Pythius:</p> <ul style="list-style-type: none"> • <i>opportunist</i>: when he hears that Canius wants to buy an estate, Pythius lets him 		

Question			Answer	Mark	Guidance
			<p>know that he has a garden that Canius can use</p> <ul style="list-style-type: none"> • <i>clever / smart</i>: Pythius knows how to draw Canius in. He invites him to dinner so that he can see the gardens for himself • <i>deceitful</i>: he comes up with the trick to make it look like the lake is full of fish • <i>prone to exaggeration</i>: he tells Canius that all the fish that are in Syracuse are in this lake <p>Assess against criteria in the 10-mark grid (see below).</p>		

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.

10-mark grid for the extended response question literature		AO2 = 5 marks = Demonstrate knowledge and understanding of
		AO3 = 5 marks = Analyse, evaluate and respond to literature
Level	Marks	Characteristics of performance
5	9-10	<ul style="list-style-type: none"> • detailed knowledge and excellent understanding of the set text (AO2) • well-argued response to the question which is supported by a range of well-selected examples from the set text (AO3) <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"> • good knowledge and sound understanding of the set text (AO2) • a good response to the question which is supported by some well-selected examples from the set text (AO3) <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"> • some knowledge and understanding of the set text (AO2) • a reasonable response to the question which is supported by some examples from the set text (AO3) <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"> • limited knowledge and understanding of the set text (AO2) • a limited response to the question which is occasional supported by reference to the set text (AO3) <p><i>The response presents a line of reasoning but may lack structure.</i></p>
1	1-2	<ul style="list-style-type: none"> • very limited knowledge and understanding of the set text (AO2) • a very limited response to the question with very limited reference to the set text (AO3) <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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