

**GCSE**

**Latin**

**J282/05: Verse 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 spaceAward 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:

- 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
	Only in case of illegibility
	Benefit of doubt (may be used, but sparingly)
	Cross to indicate something for credit not given, or to mark serious errors or omissions in translation.
	Tick (use as appropriate to show where strong points have been awarded or points are being credited in the longer answer)
	Harmful addition (use sparingly)
	Omission mark (use in translation questions or in short responses and in essays for weak points)
	Blank Page – use to mark Additional Writing Pages
	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			<p><b>Style points <u>only</u></b> should be accepted.</p> <p>Answers may include:</p> <p><i>turbidus ... caeno</i>: <i>turbidus</i> in emphatic position to highlight the swirling and spinning waters</p> <p><i>turbidus ... gurgēs</i>: word order beginning and end emphasise the swirling of the river</p> <p><i>vasta voragine gurgēs</i>: alliteration / guttural consonants / onomatopoeia suggest violence of the waters</p> <p><i>gurgēs</i>: subject delayed to emphasise the raging abyss</p> <p><i>aestuat</i>: emphatic position / enjambment / metaphor of water is ‘boiling’ rather than flowing</p> <p><i>aestuat... eructat</i>: two verbs both used to express the idea of hurling up, tossing up, boiling up</p> <p><i>Cocyto eructat</i>: personification / vivid vocabulary of vomiting or belching, or metaphor suggests violent movement / emphatic prefix to emphasise the spewing or hurling out</p> <p><i>omnem ... harenam</i>: adjective suggests huge quantity being spewed out</p>	<b>AO3</b> <b>4</b>	<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> <p><b>Style points <u>only</u></b> should be accepted.</p> <p>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 the violence of the river.</p> <table><tr><td>2</td><td>expresses a valid point based on a relevant 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 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>Accept other convincing points.</p>	2	expresses a valid point based on a relevant 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 aspect of literary style or reference to the Latin	0	point is not valid, or none are drawn
2	expresses a valid point based on a relevant 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 aspect of literary style or reference to the Latin										
0	point is not valid, or none are drawn										



Question			Answer	Mark	Guidance
2	(a)		ferryman / boatman / he ferried souls across the river (1)	<b>AO2</b> <b>1</b>	Do not accept 'he looked after the rivers' Do not accept 'sailor'
2	(b)		Any <b>two</b> of:  had thick / unkempt / grey / white hair / beard  his eyes flamed / stand out with fire  he wore a filthy cloak / a (knotted) cloak hung down from his shoulders	<b>AO2</b> <b>2</b>	Do not accept 'he was horrendous' or 'he was in terrible squalor / he was very dirty' (outside of the lemma).

Question			Answer	Mark	Guidance
3	(a)	(i)	Cross the river (1)	<b>AO2</b> <b>1</b>	Accept a variety of responses that convey the idea that souls are desperate to cross the river, e.g, "they want to go to the further shore", "want to be granted passage", "to be ferried across the river", "reach the far bank"
3	(a)	(ii)	<b>Either</b> They begged / beseeched / pleaded / prayed (1)  <b>Or</b> They stretched out their arms / hands (1)	<b>AO2</b> <b>1</b>	

Question			Answer	Mark	Guidance
3	(b)		<p>He accepts now these now those / he took a few / some onto his boat / he accepted them (1) and</p> <p>kept the others away / he turned away / he drove others away / he sent them back (from the shore) (1)</p>	<b>AO2</b> <b>2</b>	Accept any sensible rendering of <i>longe summotos arcet (harena)</i> .

Question			Answer	Mark	Guidance
4	(a)		<p>put Cerberus / the guard / the guard dog in chains (1)</p> <p>dragged him away / from the king's throne (1)</p>	<b>AO2</b> <b>2</b>	Accept 'brought chains for Cerberus' or other suitable interpretations of <i>in vincla petivit</i> .
4	(b)		kidnap / lead / take away Proserpina / the queen / mistress (of the Underworld) (1)	<b>AO2</b> <b>1</b>	Allow other phrases for <i>Ditis</i> , i.e., wife of Pluto, or misunderstanding of the proper name, e.g., "Dita".

Question			Answer	Mark	Guidance						
5			<p>Points may be of <b>content</b> <u>or</u> <b>style</b>.</p> <p>Answers may include:</p> <p><i>Troius Aeneas</i>: she grandly announces who he is; makes him sound special, name emphatically placed to vaunt hero</p> <p><i>pietate insignis et armis</i>: (require <i>insignis</i> in quotation for <i>pietate</i>) Aeneas is distinguished, has special qualities (and so should be let in); doublet of <i>pietate</i> and <i>armis</i>, emphatic position of <i>pietate</i>.</p> <p><i>ad genitorem</i>: (emphatic position), shows he means no harm, evokes pathos as Aeneas tries to see his father; emphasises his <i>pietas</i> to his father</p> <p><i>descendit ad (imas) umbras</i>: (superlative) used to highlight how far Aeneas has come for his father</p> <p><i>tantae pietatis</i>: description of Aeneas' devotion to his father to convince Charon he is worthy to cross</p> <p><i>pietate, pietatis</i>: polyptoton, repetition of <i>pietas</i> to emphasise the duty and honour of Aeneas makes him worthy to cross</p> <p><i>si te nulla imago movet</i>: slightly contemptuous <i>te</i> promoted, suggests Charon should be satisfied with Aeneas' devotion alone</p>	<b>AO3</b> <b>4</b>	<p>Points may be of <b>content</b> <u>or</u> <b>style</b>. An appropriate Latin reference is needed in each case.</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>Candidates must indicate (by translation or in their explanation) that they know what the chosen word or phrase means and must indicate how the priestess persuades Charon.</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.</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> <table><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>	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
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Question			Answer	Mark	Guidance
			<p><i>ramum hunc</i>: the branch is enough to persuade him / use of branch as bribery (emphatic position, repetition of <i>ramum</i>)</p> <p><i>aperit ... latebat</i>: the Sibyl's dramatic action crowns the argument.</p> <p><i>agnoscas</i>: she asks / orders him to recognise the branch (emphatic position) as a gift / only a hero can obtain it</p>		Candidates will express their answers in a wide variety of ways; accept any point which is relevant and convincing.

Question			Answer	Mark	Guidance
6			<p>Any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>• He has travelled a great distance / over lands / seas.</li> <li>• He has tossed about in / he faced dangers.</li> <li>• He might have come to harm / been mistreated / held back in Libya by Dido.</li> </ul>	<b>AO2</b> <b>2</b>	

**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>

0=No response or no response worthy of credit.

			Answer	Mark	Guidance
7			<p><b>Assess against the criteria in the 8-mark AO3 grid (see above).</b></p> <p><b>Points that make this a moving scene may include:</b></p> <p><i>tua me tua</i>: use of personal pronouns / juxtaposed to show their close connection that makes the scene moving</p> <p><i>tua imago</i>: stress on close relationship to his father, emphatic placement, use of vocative, repetition of <i>tua... tua imago</i></p> <p><i>tua tristis imago</i>: alliteration, emotional vocab <i>tristis</i></p> <p><i>saepius occurrens</i>: comparative <i>saepius</i> shows frequent dream / vision of his father shows how much he mourned his loss.</p> <p><i>stant classes</i>: reassures his father he has reached Italy.</p> <p><i>da genitor</i>: desperate to clasp his hand, repetition of <i>da</i>, use of imperatives to signal desperation</p> <p><i>genitor</i>: repetition of <i>genitor</i>, he calls out to his father twice which portrays touching emotion</p> <p><i>teque ... nostro</i>: disappointment when Anchises slips away, <i>te</i> and <i>nostro</i> separated in line</p> <p><i>ne subtrahe</i>: prohibition / imperative shows how Aeneas wishes to embrace his father</p> <p><i>largo fletu rigabat</i>: emphasises how much he wept and depth of his feeling / <i>rigabat</i> metaphor / vivid word choice as he waters his face</p>	AO3 8	<p>Points may be of <b>content</b> <u>or</u> <b>style</b>. An appropriate Latin reference is needed in each case.</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>Accept other convincing points.</p>

			Answer	Mark	Guidance
			<p><i>conatus dare bracchia circum</i>: poignant imagery (content) of Aeneas trying in vain to put his arms around his father</p> <p><i>ter conatus / ter frustra</i>: repetition emphasises the gulf between them, <i>ter</i> emphatically placed</p> <p><i>frustra</i>: the futility of his attempts to grasp his father creates pity for Aeneas</p> <p><i>comprensa manus effugit imago</i>: contrast between the physicality of Aeneas and the incorporeality of his father.</p> <p><i>par ventis somno</i>: (double) simile, or use of soft consonants emphasises that Anchises is just a ghost, superlative <i>simillima</i> shows how ethereal the ghost of his father is</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 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										
8			<p><i>hunc circum innumerae gentes populique volabant: ac veluti in pratis ubi apes aestate serena floribus insidunt variis et candida circum lilia funduntur, strepit omnis murmure campus.</i></p> <p>Suggested translation:</p> <p>Around this (river) countless races / tribes and people(s) flitted / were flitting / rushing / milling about,</p> <p>and (it was) just as when bees in (a) meadow(s)</p> <p>on a bright / clear / fair summer (day) land / settle on many coloured / varied / various flowers</p> <p>and pour out / spread around the bright / white / shining lilies,</p> <p>the whole field / place is abuzz / was buzzing with their murmur / humming.</p>	AO2 5	<table><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><b>Accept:</b> <i>volabant</i>: perfect “flitted”, etc.</p> <p><b>Inconsequential errors:</b> None.</p> <p><b>Serious errors:</b></p> <p>Maximum of <b>4 serious</b> errors for <b>3 marks</b> <b>5 or more 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>	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.
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
9	(a)		<p>Any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>he will hear about their future glory (<i>quae gloria sequatur</i>) <b>OR</b> the souls will be illustrious / glorious / famous (<i>inlustres</i>)</li> <li>they are the offspring / progeny / race of Troy / they are Trojan / are Dardanian / from Troy</li> <li>he will hear about his descendants / which descendants from the Italian race / the future race in Italy / he will found a people in Italy</li> <li>they are going to come / go into / take on / inherit his / their name</li> </ul>	<b>AO3</b> <b>2</b>	<p>Candidates will have a wide variety of phrasing in this question.</p> <p>Make sure candidates make two clear and separate points from the MS.</p>
9	(b)		His fate / destiny / future / what will happen to him.	<b>AO2</b> <b>1</b>	

Question			Answer	Mark	Guidance
10	(a)		<p>Any <b>two</b> of:</p> <ul style="list-style-type: none"> <li>he will rule over / he will bring back the golden age.</li> <li>compares him to Saturn / says he will do what Saturn did</li> </ul>	<b>AO3</b> <b>2</b>	<p>Don't accept "he conquered a number of lands"</p> <p>Do not accept responses which lie outside of the given lemma.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>he will extend the empire to the ends of the earth / over / beyond the Ganges and / or Indus / tribes / as far as Africa and / or India</li> </ul>		
<b>10</b>	<b>(b)</b>		<p>Latin word: <i>caelifer</i> (1)</p> <p>English translation: heaven-bearing / carrying the sky / (who) carries the heavens (1)</p>	<b>AO2 2</b>	Do not accept 'carrying the world / earth / globe'.

**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 ‘What do you think made Aeneas’ journey to the Underworld an important experience?’ saying that Aeneas learns about the different parts of the Underworld would be evidence of AO3; giving concrete details of the rivers and the fields of those awaiting rebirth would be evidence of **AO2**.

**10-mark grid for the extended response question**

**AO2** = 5 marks = Demonstrate knowledge and understanding of literature to literature

**AO3** = 5 marks = Analyse, evaluate and respond

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
11			<p><b>What do you think made his journey to the Underworld an important experience for Aeneas?</b></p> <p><b>Arguments (AO3) may include:</b></p>	<p><b>10 made up of AO2 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 poem.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• He learns a lot about the Underworld and the afterlife: there is grimness in death but enjoyment and hope.</li> <li>• He learns the importance of burial/that some souls do not get into the Underworld and that there will be rebirth.</li> <li>• He learns that his piety puts him on a par with great heroes who have defied death, and that the 'bogeymen' of the Underworld are not as frightening as they seem!</li> <li>• He gets to see his father again, is reassured that he is happy, enabling him to come to terms with his father's death.</li> <li>• He discovers that he cannot have the same connection he had with his father and that he must look to the future rather than dwelling on the past.</li> <li>• He learns that he will found a glorious dynasty in Rome and that all his struggles and hardships are to gain this end.</li> <li>• There is much in his Underworld experience to boost his confidence and reassure him he is on the right track</li> </ul> <p><b>Possible supporting evidence (AO2)</b></p> <ul style="list-style-type: none"> <li>• Details of the rivers, the crossing, the souls in different parts of the Underworld.</li> </ul>	<b>and AO3 5</b>	<p>To gain marks in <b>AO2</b> candidates need to give detailed evidence from the text to support their arguments.</p> <p>All opinions should be accepted and given credit provided they are properly supported by textual evidence.</p> <p>Candidates may answer the question, and gain the full complement of marks, on the basis of the specified lines alone.</p> <p>Credit should also be given to any accurate and relevant references to Aeneid 6 even if outside the prescribed lines.</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• Grimness of Charon and the rivers; sad deaths of those waiting to cross; happy 'buzzing around' of those due to be reborn.</li> <li>• Other visits by living men / comparison to other important heros who also made this journey; the way the Sibyl challenges Charon.</li> <li>• Details of emotional meeting between Aeneas and his father.</li> <li>• His doomed attempts to embrace his father.</li> <li>• The long and glorious line of his descendants culminating in Augustus.</li> </ul>		

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