

GCSE

Latin

J282/02: Prose Literature A

General Certificate of Secondary Education

Mark Scheme for June 2025

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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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

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, email or via the RM Assessor messaging system.
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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.

7. There is a NR (**No Response**) option. Award NR (No Response):

- if there is nothing written at all in the answer space
- OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
- OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.**

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
	Unclear (use rarely, possibly in case of illegibility)
	Benefit of doubt (may be used, but sparingly)
	More serious error in translation question. Error in comprehension or extended writing questions
	Extendable horizontal line. Error in comprehension or extended writing questions.
	Tick (use as appropriate to show where marks have been awarded or points are being credited in the longer answers); Fully correct translation question
	Harmful addition
	Repeated or consequential error
	Omission mark / partially correct answer; error or omission in the translation question
	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)		(very / most) disgraceful / infamous / scandalous (1)	AO2 1	Superlative not required
1	(b)		Latin word: <i>paulisper</i> English translation: (for) a short time / (for) a little while / briefly	AO2 2	Allow slight error in spelling of the Latin word Allow a wide range of translations, but the candidate must clearly be referring to the length of time Do not allow: 'a little' as there is no reference to time
1	(c)		angry / bitter / jealous / hatred / disgusted / betrayed / shocked / resigned / unprofessional / they were used to his poor behaviour / they disliked his arrogance / vice / behaviour / he had delusions of grandeur / they realised he did not care about them / they felt he was excessive / irresponsible / they did not like him (1) Verres was dressed in luxurious / expensive clothing / they were starving / he was dressed for a banquet / because he was leaning on the shoulders of a prostitute / Cleomenes' wife / this behaviour was typical of Verres (1)	AO3 2	Do not allow answers such as 'they felt negatively about Verres / they felt bad'.

	Question	Answer	Mark	Guidance						
2		<i>posteaquam paulum provecta</i>: alliteration of ‘p’ / plosive sound suggests the pathetic appearance of the fleet / foreshadows the difficulties ahead <i>quinto die</i>: they had been sailing for five days with very few supplies <i>denique</i>: finally; suggests that they were desperate to reach land due to their terrible situation <i>coacti fame</i>: they were compelled by hunger to act as they would not usually have done so <i>radices palmarum agrestium</i>: they had to eat the roots of wild palms, such was their hunger; alliteration of ‘m’ suggests the dire situation <i>multitudo ... miseri</i>: alliteration of ‘m’ conveys their misery <i>colligebant</i>: the imperfect suggests ‘began to collect’ or the fact that they were doing this for a period of time; this is their last resort in order to survive <i>miseri perditique</i>: wretched and desperate; two adjectives / juxtaposed to describe their terrible situation; <i>miseri</i>: the sailors were in a wretched state <i>perditi</i>: powerful adjective; literally means <i>ruined / destroyed</i> <i>alebantur</i>: they were being nourished by roots; the imperfect tense shows that this is an ongoing situation; conative imperfect suggests they were trying to eat the roots with difficulty	AO3 4	Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. Style and content points should be accepted <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> 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. See pg. 3 ‘Short Answers’. Only mark the first response in each particular response space (either 1 or 2). Any further or remaining responses in each space should not then be marked. The only exception is when the candidate has written in only one of the response spaces – in this case, you may mark the first two responses. <i>Where candidates are attempting to</i>	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
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									

					<i>'hedge their bets' by writing multiple points, they should not get undue benefit.</i>
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Question			Answer	Mark	Guidance
3	(a)		they were locked up in prison / they were sent to prison/ they were imprisoned (1) a punishment / torture / the death penalty was settled upon / decided (for them) (1)	AO2 2	Do not allow: 'they were punished' / 'they were executed'; there needs to be the idea of the punishment being chosen / allocated
3	(b)		they were prevented from approaching / going to their sons / children (1) from taking / bringing / giving food to them (1) from taking clothing to them / sons / children (1)	AO2 2	Allow any two of these answers Allow 'from seeing their sons'
3	(c)		on the threshold / doorway (of the prison) (1) at the entrance (of the prison) / cut off / out of sight of their children / outside the (prison) gates / doorway / outside the prison (1)	AO2 2	No reference to mothers and fathers needed Do not allow 'mouth' for <i>ostium</i>

Question			Answer	Mark	Guidance
4*			Assess against criteria in the 8-mark AO3 grid (see below). How does Cicero emphasise the terrible nature of the situation? In your answer you may wish to consider: • The description of the parents; • The description of their children. <i>o magnum ... o gravem</i>: emotional exclamations of Cicero / repetition of the exclamatory 'o' to convey the grief and ill-fortune of the parents and their sons <i>intolerandum ... acerbamque</i>: powerful adjectives to convey the level of grief <i>non</i>: emphatic position of the negative to show that they could not buy the lives of their children <i>non ... sed</i>: balanced phrases / contrast to emphasise that they could only buy a quick death, rather than the lives of their sons; contrast of life and death <i>vitam liberum ... mortis celeritatem</i>: chiasmus to contrast life and death <i>pretio</i>: they had to pay a high price; shocking admission that the parents had to pay bribes <i>redimere</i>: financial language to suggest the cold and dismissive nature of the transaction <i>parentes</i>: delayed to emphasise the terrible situation of the parents	AO3 8	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. 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. Where candidates make more than one point on an individual quotation, they must show clear development of each in order to gain credit.

Question			Answer	Mark	Guidance
			<i>ipsi etiam</i>: conveys incredulity of Cicero that the sailors themselves were discussing with Sextius about giving them an easier death <i>adulescentes</i>: the young age of the sailors about to be executed makes the situation all the more sad <i>Sextio suo</i>: sibilance gives a negative, sinister portrayal of Sextius; <i>suo</i>: ironic; 'their good friend Sextius'; he was nothing of the sort <i>plaga ... ictu</i>: stark reality of the situation; these words are onomatopoeic and remind us of the impending executions <i>parentes suos liberi</i>: juxtaposition to show their closeness; adds to the pathos <i>orabant</i>: emotive vocabulary; imperfect tense suggests their desperation <i>cruciatus</i>: torture; the grim reality of their execution is made clear <i>multi ... multi</i>: to emphasise how much pain was intentionally heaped upon the parents <i>dolores ... multi</i>: chiasmus to emphasise the all-consuming tortures exerted on the family members <i>verum tamem mors sit extremum</i>: Cicero's comment to suggest that this should be the end; jussive subjunctive to convey force <i>non erit</i>: short sentence to dramatically show that death was not the final pain for the families <i>estne ... possit</i>: rhetorical question to suggest there is more pain for the families <i>progredi possit</i>: alliteration; plosive sounds; conveys the anger of Cicero at how they have been treated		

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 marks = Analyse, evaluate and respond to literature	AO3 = 8
Level	Marks	Description	
4	7-8	• 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 <i>The response is logically structured, with a well-developed, coherent line of reasoning.</i>	
3	5-6	• 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 <i>The response is well structured with a clear line of reasoning.</i>	
2	3-4	• 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 <i>The response presents a line of reasoning which is mostly relevant but may lack structure</i>	
1	1-2	• little engagement with the question • expresses points which are of little relevance and are supported with little evidence from the set text <i>The information is communicated in an unstructured way.</i>	

Guidance on applying the grids
“a range of relevant points with good development” would typically include four or more strong points. “a range of well-selected... features of literary style” would typically include two or more points of style.
“a range of sound points with some development” would typically include two to four strong points and may include additional underdeveloped points “relevant aspects of content and features of literary style” must contain at least one style point
“some points” would typically include one to three strong points or a range of underdeveloped points
Typically a response in Level 1 would show a small number of underdeveloped points

0 = No response or no response worthy of credit

Strong point (annotate with a tick):

- (i) a valid and well-understood textual reference (i.e., focused quotation from the Latin); **with:**
- (ii) a full explanation of its meaning that engages with the set question referring to **either content or style.**

Underdeveloped point (annotate with a caret):

- (i) a textual reference that is relevant but is not well-understood
- (ii) the explanation is not fully developed; or
- (iii) lacks a focused Latin quotation.

Question		Answer	Mark	Guidance
5		Assess against criteria in the 5-mark AO2 grid (see below). senatum adit. ‘transire Tiberim’, inquit, ‘patres, et intrare, si possim, castra hostium volo, non praedo nec populationum in vicem ultor; maius si di iuvant in animo est facinus.’ adprobant patres. Suggested translation: He went to the Senate. ‘I want to cross the Tiber,’ he said, ‘Fathers / senators, and to enter, if I can, the camp of the enemy, not as a brigand nor as an avenger of their plundering in return; if the gods help / are willing / please, there is a greater crime / deed / action in (my) mind.’ The fathers / senators approved.	AO2 5	The following examples are intended to exemplify what might constitute an inconsequential and more serious error. Allow: <i>adit</i>: allow ‘he arrived’ <i>possim</i>: allow ‘if possible’ <i>non ... nec</i>: allow ‘neither nor / or’ <i>in vicem</i>: allow ‘in turn’ / ‘in retaliation for’ <i>in animo est</i>: allow ‘I have in mind’ Inconsequential error: None Serious error: All omissions and errors <i>maius</i>: serious error if not translated as comparative NB: potential repeated error of <i>patres</i> For the historic present (<i>adit</i>, <i>adprobant</i>) allow present or past translation. But in the direct speech, the present tense must be used. • 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

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			<i>vadentem</i>: promotion of the verb; emphasises Mucius' rushing away from the scene of the crime; it brings him into sharp focus; use of the present participle makes the scene more vivid <i>trepidam turbam</i>: alliteration to convey the fears of the crowd; onomatopoeia reflects the chattering sound of the crowd <i>cruento mucrone</i>: consonance of 'cr' puts into focus the image of the bloody sword <i>cruento</i>: vivid, gory detail of the bloody sword <i>sibi ipse</i>: juxtaposition to highlight his isolation <i>cum ... tum</i>: when ...then; emphasises the temporal link / immediacy between Scaevola's action <i>cum concursu ad clamorem</i>: alliteration of 'c' conveys the uproar after the murder <i>destitutus</i>: emotive vocabulary / connotations of Mucius' being abandoned, on his own, waiting for his fate <i>tantas ... minas</i>: such great threats; <i>tantas</i> conveys how great a danger he is in <i>metuendus ... metuens</i>: polyptoton; clever play on words; Mucius, although captured, needs to be feared more than he fears himself; alliteration of 'm' sound to convey his threatening demeanour <i>metuendus</i>: gerundive of obligation; shows how fearsome Mucius is; he must be feared	AO3 4	Accept any two points and award up to two marks each. Assess against point-by-point marking grid below. Style points only should be accepted. <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 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> 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. NB. Candidates who use technical terminology cannot simply state the style point for full credit; they must fully explain <i>how</i> literary devices achieve the effect of vividness. See pg. 3 'Short Answers'. Only mark the first response in each particular response space (either 1 or 2). Any further or	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 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 aspect of literary style or reference to the Latin										
0	point is not valid, or none are drawn										

Question			Answer	Mark	Guidance
			<i>Romanus sum civis</i> : direct speech makes it vivid; short dramatic phrase; promotion of Romanus to emphasise his patriotic nature		remaining responses in each space should not then be marked. The only exception is when the candidate has written in only one of the response spaces – in this case, you may mark the first two responses. <i>Where candidates are attempting to ‘hedge their bets’ by writing multiple points, they should not get undue benefit.</i>

Question			Answer	Mark	Guidance
7	(a)		women were (also) inspired (1) to win public honour(s) / glory (1)	AO3 2	Allow a wide range of meanings for <i>excitatae</i> Allow 'honoured in public' Reference to 'public' must be made for the mark Candidates must refer to 'women', not 'she / Cloelia'
7	(b)		the Etruscan camp / it was not far from / was near to (1) the bank of the Tiber (1)	AO2 2	Candidates must refer to 'the bank / banks' Allow 'Tiberis'
7	(c)		spears / weapons of the enemy (1) she was leading (a group of) young women / girls (1)	AO2 1	Accept either answer Insist of 'of the enemy' Insist on 'young / girls / maidens / virgins / unmarried women / girls' for <i>virginum</i>
7	(d)		she brought back / restored / returned all the hostages / girls / them (1) safe (1) to Rome / to their families (1)	AO2 3	Reference must be made to 'all'

Question			Answer	Mark	Guidance
8			What makes the accounts of Cicero and Livy interesting to read? You should refer to both ‘<i>The corruption and cruelty of Verres and Cleomenes</i>’ and ‘<i>The bravery of Mucius Scaevola and Cloelia</i>’ in your answer. <i>Possible supporting evidence from the prescribed text (AO2) and arguments may include (AO3):</i> ‘<i>The corruption and cruelty of Verres and Cleomenes</i>’ • <i>insight into Roman politics</i>: Cicero’s speech against Verres gives us an interesting insight into political corruption; e.g. how a provincial governor could extort and damage a province such as Sicily • <i>interesting characters</i>: Verres and Cleomenes are particularly interesting because of their depravity; it makes the reader want to read on • <i>rhetoric / oratory</i>: we can see the use of rhetoric used to persuade a jury in a lawcourt; e.g. the passage in which Cicero laments the grief surrounding the execution of the sailors	AO2=5 AO3=5	Assess against criteria in the 10-mark grid (see below). To access levels 4 and 5 candidates must discuss the accounts of both Cicero and Livy. For the top level (9-10) detailed knowledge and understanding with specific reference to the text is expected, along with overall well-argued response.

Question			Answer	Mark	Guidance
			• <i>contrast between good and evil</i>: contrast between the Sicilian sailors who are starving and the extravagant lifestyle of Cleomenes • <i>issues for a governor to sort out</i>: we see the arrival of pirates in Sicily and can understand more fully the dangers caused by pirates in Roman times • <i>emotional scenes</i>: the harrowing scenes after the ship captains have been falsely condemned for handing over the fleet to the pirates shows Cicero at his very best; he makes the reader feel the agony of the families involved; the reader feels pathos for the victims of Verres • <i>use of irony</i>: for example <i>Sextio suo</i>; Cicero turns the audience against the accused by his use of such irony • <i>use of rhetorical questions</i>: ‘was there any man who did not cry...?’ Such questions engage the reader • <i>Verres is an antihero / villain</i>: the narrative focuses not on a hero, as often happens, but on the villain. • <i>Focus on provincial perspectives</i>: the reader gets a rare insight into the feelings and treatments of people in the Roman provinces		

Question			Answer	Mark	Guidance
			‘The bravery of Mucius Scaevola and Cloelia’ • <i>historical interest</i>: the stories from the early history of Rome, when Rome was being attacked by his Etruscan neighbours, are crucial to one’s understanding of the development of Rome • <i>moral lessons</i>: the accounts are designed to show later generations how they should behave; Mucius and Cloelia were exemplars about how a good Roman should live • <i>direct speech</i>: the use of direct speech makes the account more vivid; the reader feels like a by-stander to the events taking place • <i>political / historical insight</i>: the reader gets an insight into the dealings of both the Roman Senate and the royal court of Etruria • <i>vivid action</i>: the murder scene, the part when Mucius declares that he is a Roman citizen and the scene in which Mucius burns his hand are vivid and dramatic and make the reader want to read on • <i>interesting characters</i>: we see the developing emotions of the characters, including the bravery of Mucius, the anger and respect of Porsenna, and the inspired		

Question			Answer	Mark	Guidance
			behaviour of Cloelia when she tries to emulate Mucius; the development of the characters is interesting • <i>historical explanation</i>: Livy explains that the Romans put up a statue of a female equestrian following the example of Cloelia; this is an interesting fact for the reader • <i>Focus on a female character (Cloelia)</i>: this gives the reader a rare insight into the actions and motivations of female Roman character		

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 AO2 = 5 marks = Demonstrate knowledge and understanding of literature AO3 = 5 marks = Analyse, evaluate and respond to literature		
Level	Marks	Description
5	9-10	- 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) <i>The response is logically structured, with a well-developed, sustained and coherent line of reasoning.</i>
4	7-8	- 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) <i>The response is logically structured, with a well-developed and clear line of reasoning.</i>
3	5-6	- 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) <i>The response presents a line of reasoning which is mostly relevant and has some structure.</i>
2	3-4	- 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) <i>The response presents a line of reasoning but may lack structure.</i>
1	1-2	- 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) <i>The information is communicated in an unstructured way</i>

0= No response or no response worthy of credit

Guidance on applying the grids
In order to show “detailed knowledge” (BP1) and “a range of ... examples from the set text” (BP2) in Level 5, there is an expectation that the answer includes some references to material not printed on the question paper. “a range of well-selected examples” would typically include five or more strong points, each supported by a valid and well-understood textual reference. “some well-selected examples” would typically include three to five strong points, each supported by an accurate textual reference. May contain additional underdeveloped points. “some examples” would typically include two to four strong points supported by textual references, some which may lack precision.
Typically includes one to three strong points or a range of underdeveloped points with occasional supporting textual references. The response would draw limited conclusions. A very limited response would typically show a small number of undeveloped points

Strong point (annotate with a tick):

- (i) a valid and well-understood textual reference (AO2) (i.e., focused quotation from the set texts); **with**
- (ii) full explanation of how the response addresses the question, including selecting relevant examples from the ancient sources they have studied (reference to material not printed on the paper); **and**
- (iii) drawing and expressing conclusions based on the selected examples in relation to the question posed (AO3).

Underdeveloped point (annotate with a caret):

- (i) a textual reference that is relevant but is not well-understood (AO2); and/or
- (ii) the explanation of its meaning and how it responds to the set question is not fully developed (AO3).

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