

**GCSE**

**Latin**

Unit **A403/01**: Latin Prose Literature (Foundation Tier)

General Certificate of Secondary Education

**Mark Scheme for June 2014**

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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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Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Benefit of doubt
	Cross
	Extendable horizontal line
	Extendable horizontal wavy line
	Relevance
	Tick
	Harmful addition
	Repeated or consequential error
	Omission mark

Question	Answer	Marks	Guidance
1	D - leaving the harbour (1)	[1]	
2	it is fine/brilliant/noble (1)	[1]	<b>Anything positive about the appearance</b>
3	the fighting men / defenders / soldiers (1) and the rowers (1)	[2]	<b>Allow marines/soldiers/land troops/sailors</b>
4	Verres (1)	[1]	
5	a banquet / feast (1)	[1]	
6	on the fifth day (1)	[1]	Any reference to five days
7	famine / hunger (1)	[1]	
8	roots (1) of palm trees (1)	[2]	Accept palm trees in the singular wild is not needed
9	C – there were many palm trees in a large part of Sicily (1) D – there were many palm trees in those places (1)	[2]	
10	miserable / wretched (1) desperate (1)	[2]	Allow a wide range of answers referring to the negative condition
11	drinking (1)	[1]	
12	Verres acted suddenly (1) he was inflamed (1) with wickedness (1) and frenzy (1) cruelty (1). Allow references to Cicero's style: promotion of the verb to the beginning of the sentence to show his haste / anger (1) use of tricolon to emphasize his enraged state (1)	[2]	Allow any <b>two</b> <b>This is not a style question</b> Latin quotations not needed but where a focused quotation is given give credit even without translation
13	Latin word: statim (1) or accurunt (1) English translation: immediately (1) or run up (1)	[2]	Allow any form of 'run up' Allow a wide range of synonyms for <i>accurunt</i>
14	they should be thrown / put (1) into chains (1)	[2]	put in chains = 2 put in prison/arrested = 2 Chained up = 2 They should be captured = 1 They should be punished = 1
15	B – the pirates	[1]	

Question	Answer	Marks	Guidance	
16	<ul style="list-style-type: none"> <li>• <i>o magnum ... fortunam</i>: Cicero's exclamations about their pain and misfortune are strong and heartfelt (reference to repetition of <i>o</i> alone is a weak point)</li> <li>• <i>non vitam liberum, sed mortis celeritatem</i>: contrast between <i>vitam</i> and <i>mortis</i> (life and death)</li> <li>• <i>pretio redimere cogebantur</i>: parents are forced to pay bribes; <i>shocking</i> admission; indignant reference to <i>pretio</i></li> <li>• <i>parentes</i>: delayed to the end of the sentence to emphasise the shocking treatment of the sailors' parents</li> <li>• <i>ipsi etiam</i>: even the young men themselves; Cicero expresses shock that they have to negotiate their own deaths</li> <li>• <i>orabant</i>: emotive choice of vocabulary (weaker point but if coupled with use of imperfect = strong point)</li> <li>• <i>cruciatu</i>: reference to torture is shocking</li> <li>• <i>Sextio suo</i> – sarcastic use of <i>suo</i> 'their very own Sextius'</li> <li>• <i>multi ... multi</i>: the extent of the anguish caused is stressed by the repetition of <i>multi</i></li> <li>• <i>dolores ... multi</i>: chiasmus to show how many sufferings have been invented, but Verres has gone one step further</li> <li>• <i>estne ... possit</i>: Cicero's rhetorical question emphasizes how inhuman Verres is and how far he exceeds all in cruelty</li> <li>• <i>securi percussi</i>: graphic detail about their execution by being struck by an axe</li> <li>• <i>corpora feris obiciuntur</i>: obscene suggestion of throwing the bodies to the animals</li> <li>• <i>luctuosum</i>: this treatment is grievous enough, but worse is to come. The parents have to pay for the right to bury them.</li> </ul>	[10]	Content	Levels of response
			<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9-10 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li><i>redimant pretio</i>: repetition to show that the parents had to pay for everything</li> </ul>		
17	<p>A - The senate agreed to Mucius' proposal.            B - Mucius hid his sword in his clothing.            D - Pay was being given out to the soldiers.            G - Mucius was afraid to ask which of them was the king.            I - Mucius was intending to kill the king.</p>	[5]	
18	<p><i>vadentem</i>: word order to emphasise Mucius' rushing away.  <i>trepidam</i>: the alarm of the crowd increases the excitement of the situation.  <i>cruento</i>: the blood on the dagger is dramatic and the use of <i>mucrone</i>: meaning blade hints at the violence  <i>cum concursus ad clamorem facto comprehensum</i>: alliteration of 'c' highlights the commotion that Mucius has caused.  <i>comprehensum ...retraxissent</i>: the dramatic verbs describing the arrest of Mucius add to the excitement.  <i>conkursus ad clamorem</i>: there is a rushing towards the uproar. The confusion and commotion is evident  <i>destitutus</i>: Mucius is on his own in front of the king. The tension of the situation is evident.  <i>'Romanus sum civis'</i>: the direct speech makes the scene more dramatic and exciting.</p>	[6]	<p>Accept any <b>three</b> valid points  <b>One</b> mark for a point without the Latin quotation  <b>Two</b> marks for the point with the Latin quotation included</p> <p>Accept either <b>style</b> or <b>content</b> points.</p>
19 (a)	Mucius is a frightening / scary person	[1]	Accept: he was not afraid
19 (b)	the alliteration (of 'm') (1) repetition of words (fearing / <i>metuendus</i> and <i>metuens</i> )	[1]	
20	kill (1) an enemy (1)	[2]	kill the king = 2
21 (a)	he had offered to let Mucius/him go (1)	[1]	
21 (b)	he warned the king (about others who would come to kill him) (1)	[1]	
22	300 (1)	[1]	

Question	Answer	Marks	Guidance
	<b>SECTION B</b>		
23	D - someone wanted a corpse to be guarded (1)	[1]	
24	A – You do not know that you are in Thessaly (1) B – You are a boy (1)	[2]	
25	<b>Latin word:</b> <i>demorsicant</i> (1) <b>English translation:</b> bite pieces out of (1)	[2]	Allow: bite
26	as (extra) ingredients (1) for their magic (art) (1)	[2]	Allow they use it for their magic = 2
27	the old man (1)	[1]	
28 (a)	stop shouting (1)	[1]	
28 (b)	to guard / be a guard (1)	[1]	Allow start working/take the job
29	the man leads him away when he has only just finished speaking (1) he leads him away straight away (1)	[1]	Allow either point Do not allow 'he is in a hurry' Allow reference to <i>vix</i> or <i>statim</i> even without translation
30	she was weeping (1)	[1]	
31	dark/black clothes / mourning clothes (1)	[1]	

Question	Answer	Marks	Guidance	
32	<ul style="list-style-type: none"> <li>• <i>sic desolatus ad cadaveris solacium . . . .</i> : sibilance in entire opening line draws you into the hushed tones of the scene</li> <li>• <i>desolatus</i>: Thelyphron's loneliness, emphasised by <i>desolatus</i>, would have increased his anxiety</li> <li>• <i>perfrictis oculis et paratis</i>: assonance/sound effect draws your attention to his methodical preparations</li> <li>• the repetition of the prefix <i>per-</i> shows his attempts to prepare thoroughly</li> <li>• general content point about the setting in the middle of the night – <i>mediam noctem</i> – weak point</li> <li>• <i>animum meum permulcebam</i>: the repeated m sounds reflect the eerie silence or humming to keep himself awake</li> <li>• <i>autem</i>: marks the contrast of his earlier bravado and his present fears</li> <li>• <i>formido</i>: dread is a powerful word showing the extent of his fear</li> <li>• <i>cumulatio</i>: his dread was increasing. The comparative shows that his fear is getting worse and increases the tension of the story</li> <li>• <i>repente</i>: the suddenness of the weasel's approach, as if out of nowhere, is dramatic</li> <li>• <i>intropens</i>: the witch crept in; a sinister, furtive movement</li> <li>• <i>mustela</i>: in the classical world the weasels were associated with witches (N.B. content point)</li> <li>• The fact that the weasel is <i>contra</i> - right opposite Thelyphron - is dramatic</li> <li>• <i>mustela contra me constitit</i>: word order reflects the stand-off between Thelyphron and the weasel</li> <li>• <i>oculosque in me fixit</i>: mimetic word order reflects Thelyphron caught in the animal's gaze</li> </ul>	[10]	<b>Content</b>	<b>Levels of response</b>
			<p>The points given are indicative and offer question specific guidance. Any other acceptable points must be rewarded.</p> <p>Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.</p> <p>Candidates should make a range of points which may include reference to the suggested bullets. Emphasis should be on answering the question and on illustrating that answer with detailed reference to the passage.</p> <p>Suggested points included here. Candidates are not restricted to these.</p>	<p>Level 4 9-10 Level 3 6-8 Level 2 3-5 Level 1 0-2</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <i>tanta ... tantulo</i>: clever play on words to contrast the smallness of the animal and the extent of its self confidence</li> <li>• <i>turbavit animum</i>: <i>turbavit</i> demonstrates the turmoil of his mind</li> <li>• <i>animum</i>: emphatic word order to bring into question is resolve, which previously was so strong</li> <li>• <i>denique</i>: the length of time it takes Thelyphron is evidence of his shock</li> <li>• <i>abi</i>: dramatic, but perhaps weak, order of Thelyphron, repeated and in emphatic position</li> <li>• <i>abi ... abi</i>: direct speech adds to the drama</li> <li>• <i>scelestia bestia</i>: sound effect reflects Thelyphron's attempted sternness</li> <li>• <i>vim celeriter experiaris</i>: his threats towards the animal add to the drama</li> <li>• <i>protinus</i>: the weasel goes away straightaway; bathos as the high drama suddenly ends</li> </ul>		
33	<p><i>extremum</i> (1) the crime of the woman is described as 'the vilest' (1)</p> <p><i>nefariae / scelestae</i> (1) the woman is described as wicked (1)</p> <p><i>nefariae / scelestae</i> (1) he uses two words for wicked to describe the woman (1)</p> <p><i>severiter</i> (1) he says that the woman should be punished severely (1)</p> <p><i>haec enim nec ullus alius</i> (1) this woman and no other did the crime. Her guilt is not in doubt (1)</p> <p><i>in adulteri</i> (1) her evil motives are described (1)</p> <p><i>gratiam ... hereditariam</i> (1) her evil motives are described (1)</p> <p><i>veneno</i> (1) is delayed to show the way in which she committed the murder (1)</p> <p><i>miserum</i> (1) reference to the wretched man casts negative light on woman <i>vel sim.</i></p>	[6]	<p>Accept any <b>two</b> valid points</p> <p><b>One</b> mark for a point without the Latin quotation</p> <p><b>Two</b> marks for the point with the Latin quotation included</p> <p>This is <b>not</b> a style question</p> <p>Must refer to Latin</p>

Question	Answer	Marks	Guidance
34	He is wretched (1) the son of my / the old man's / the speaker's sister (1)	[2]	
35	because she was committing adultery (1) and to get an inheritance (1)	[2]	Allow for money (1) and for her lover (1)
36	she cried / burst into tears (1)	[1]	
37	by (all) the gods (1)	[1]	
38	he was Egyptian (1) he was a (very) famous (1) prophet (1)	[2]	Allow any <b>two</b>
39	a big / large / great (1) reward/prize (1)	[2]	
40	bring him back (1) to life / from the dead (1)	[2]	Allow 'reanimate him' = 2
41	B - Thelyphron stood behind the stone bier. D - Thelyphron watched everything that was going on. E - The corpse has already drunk from the river Lethe. H - The corpse wants to be left in peace. I - The prophet speaks more forcefully to the corpse.	[5]	
42	B - he gets up	[1]	
43	the door (of the bedroom) has been locked (1)	[1]	Allow the bedroom/room has been locked
44	his nose (1) and his ear(s) (1)	[2]	

## Marking grid for 10-mark questions

Level	Mark ranges	Characteristics of performance
		<ul style="list-style-type: none"> <li>• Engagement with the question;</li> <li>• Selection and coverage of supporting points;</li> <li>• Choice and use of evidence from the Latin text;</li> <li>• Accuracy of writing;</li> <li>• Control of appropriate form and register;</li> <li>• Organisation of answer.</li> </ul>
4	9-10	<ul style="list-style-type: none"> <li>• Some engagement with the question;</li> <li>• A range of relevant points;</li> <li>• Some appropriate Latin quotation with some discussion;</li> <li>• Legible and accurate writing, conveying meaning clearly;</li> <li>• Sustained control of appropriate form and register;</li> <li>• Argument well organised.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Fairly limited engagement with the question;</li> <li>• Some relevant points;</li> <li>• Limited appropriate Latin quotation with limited discussion;</li> <li>• Legible and generally accurate writing, conveying meaning;</li> <li>• Some control of appropriate form and register;</li> <li>• Argument is organised.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Very limited engagement with the question;</li> <li>• Few relevant points;</li> <li>• Very little or no appropriate Latin quotation with very limited discussion;</li> <li>• Legible and partially accurate writing, mostly conveying meaning;</li> <li>• Limited control of form and register;</li> <li>• Argument apparent in places, even if underdeveloped.</li> </ul>
1	0-2	<ul style="list-style-type: none"> <li>• Little or no engagement with the question;</li> <li>• Any points made are of little or no relevance;</li> <li>• No appropriate Latin quotation or discussion;</li> <li>• Writing may be illegible and/or contain many errors of spelling, punctuation and grammar, with meaning unclear;</li> <li>• Very limited control of form and register;</li> <li>• Argument difficult to discern.</li> </ul>

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed – hence in the marking grid the presence of bullet points 4–6. In assigning a mark, examiners must first focus on bullet points 1–3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

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