



GCSE MARKING SCHEME

AUTUMN 2020

**LATIN - COMPONENT 2
C990U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2020 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCSE LATIN
AUTUMN 2020 MARK SCHEME
COMPONENT 2: LATIN LITERATURE

Section A: *A Day at the Races*: pages 2-6

Section B: *Youth and Education*: pages 7-11

Assessment grid for 16-mark questions: page 12

General Marking instructions for Component 2

- Credit should be given for answers which address the question, however cryptically expressed.
- For questions that are objective or are points-based, there might well be alternative answers worthy of reward.
- For all point-marked questions, write the mark awarded for each sub-question in the right-hand margin. Write the total for each whole question in the box at the end of the question.
- Evaluative questions (i.e. the 16-mark questions in this component) are marked using band descriptors. For these questions, follow the instructions given on the final page of this mark-scheme, above the assessment grid.

Theme A: A day at the Races

				AO2	AO3
1.	(a)	(i)	he wanted to increase the number of prizes	1	
		(ii)	he increased the number of races and extended the length of the day	2	
		(iii)	they thought it was only worth bringing their teams for the entire day's racing Partial answers (e.g. 'they didn't think it was worth bringing their teams') = 1.	2	
	(b)		it took place in his garden(s) the audience = slaves and low-class people (Accept either or both)	2	
	(c)	(i)	he dropped a cloth/ handkerchief	1	
		(ii)	to start the race	1	

Total marks for Question 1: [9]

				AO2	AO3
2.	(a)	(i)	taking a long course round the turning-post/ <i>meta</i>	1	
		(ii)	it is indicated by (three) pillars		1
		(iii)	drivers tried to take as tight a corner as possible/ tried to go too fast		1
	(b)		pull hard on the left rein/ pull over to the left	1	
	(c)	(i)	recall/ stop the race	1	
		(ii)	by waving their togas		1
		(iii)	he uses the excuse of the waving togas disturbing her hair to persuade her to come into his arms		2
	(d)		<p>Any three of the following, or other convincing examples: award 1 for each valid feature identified in the Latin + 1 for plausible interpretation of its effect.</p> <p>alliteration of P in 27 → links <i>patent ... postes</i> as a sense-package</p> <p>assonance of <i>er</i> in 27 → perhaps suggests sound of the gates being opened</p> <p><i>evolat</i> (in promoted position) → the chariots shoot off immediately</p> <p><i>discolor agmen</i> : striking phrase for the differently coloured outfits of the teams</p> <p>alliteration/repetition of S in 29 → Ovid's excitement/ intense feelings</p> <p>use of imperatives in 29 → excitedly calling out to the charioteer</p> <p><i>sint ... sint ... sunt rata</i> → crescendo of hopes, contrasted with (partial) fulfilment</p> <p><i>sunt ...vota meae</i>][<i>mea vota supersunt</i> (chiasmus) → emphasises the parallel</p> <p><i>ille tenet palmam</i>][<i>palma petenda mea</i> (chiasmus/juxtaposition) → contrast</p>		6

Total marks for Question 2: [14]

				A02	A03
3.	(a)	(i)	B : the greens	1	
		(ii)	he can hear the noise/cheers from the crowd	1	
	(b)		if the green team had lost the whole city would have been as miserable/shocked as it was after the defeat at Cannae		3
	(c)		Any two of the following: shouting betting meeting/ sitting beside (stylish) girls	2	
	(d)	(i)	<i>contracta cuticula</i> (both words essential) he has wrinkled skin		2
		(ii)	he can enjoy basking in the sunshine he doesn't need to put on his toga	2	

Total marks for Question 3: [11]

				AO2	AO3
4.	(a)	(i)	a trumpet	1	
		(ii)	<p>Any three of the following, or other convincing examples: award 1 for each valid feature identified in the Latin + 1 for plausible interpretation of its effect.</p> <p><i>haud mora</i> : disconnected insertion → emphasises the suddenness of the start</p> <p><i>ferit aethera</i> : word-order/position draws attention to the noise; choice of words → exaggeration of the noise reaching the heavens/ suggests epic</p> <p>use of Historic Present throughout (with e.g.) → immediacy/ virtual reality</p> <p>strongly dactylic rhythm in lines 1-2 → sounds excited/ full of life</p> <p><i>infindunt sulcos</i> (metaphor) : vivid image of the ships 'ploughing' their way through the waves</p> <p>spondaic rhythm in lines 4-5 → effort/power as the boats churn up the sea</p> <p><i>aequor</i> → contrast between the normally level surface and being churned up</p>		6
	(b)		<p>Any three of the following:</p> <ul style="list-style-type: none"> • two-horse chariots • the chariots speeding down the first leg of the race • the starting-gates • the charioteers whipping the horses' backs • or leaning forward over the reins 	3	

Total marks for Question 4: [10]

		AO2	AO3
5.	<p>Using the marking-grid for 16-mark questions, assess:</p> <p>(for AO2) the range/accuracy of relevant examples cited from the material available – reference to min. 4 texts/pictures needed to achieve band 4;</p> <p>(for AO3) discussion of what was both stressful and rewarding for those involved.</p> <p>Credit should be given to all valid and supported opinions. Latin quotation is not required.</p> <p>Some likely ways in which the sources might be applied to the question:</p> <p>Pliny and Juvenal make it clear that the races attracted a huge following – though apparently fans were more interested in supporting a particular team/colour than in appreciating 'the speed of the horses and the skill of the men'. Despite Pliny's personal aversion, he reports that 'many distinguished men' were keen supporters, as well as the lower classes. Juvenal says that it would be equivalent to a national tragedy if the greens lost!</p> <p>Ovid too says he has no interest in the actual racing, but still seems well-informed and engrossed in the procedures and techniques. Both he and Juvenal mention meeting girlfriends as an important factor in a day at the Circus + betting and just letting off steam.</p> <p>Martial → the seriousness of the business for chariot drivers, for whom 'victory, honour and glory' were balanced against a high chance of an early death.</p> <p>Picture 5 = a good impression of the mayhem that could happen during a race, which only added to the appeal for those safely sitting in the stand.</p> <p>Ovid + Virgil (lines 8-11) → the intense rivalry, stress and risk suffered as part of the job by charioteers.</p> <p>Suetonius (both passages) → the emperors put enormous resources into racing + Nero even participated as a driver. The Circus was a great PR opportunity for emperors to appear in public, to show their generosity and to be seen to share the interests of ordinary people.</p> <p>Pictures 2+3: the huge building + elaborate facilities of the Circus Maximus.</p> <p>Picture 4 includes the sponsor/owner, who would compete between themselves + put further pressure on charioteers.</p> <p>Picture 6: the rewards of victory – a palm branch, (temporary) celebrity, with perhaps the addition of cash from the sponsor or even the chance for a slave to achieve his freedom one day.</p>	8	8

Total marks for Question 5: [16]

Total marks for Component: 60

[AO2 = 30 marks; AO3 = 30]

Theme B: Youth and Education

				AO2	AO3
1.	(a)		he needs a tribune's investigation/ going to court (or sim.) ... to get any pay	2	
	(b)	(i)	parents/ the general public		1
		(ii)	Any four of the following: they impose harsh laws/conditions on him [1] his spelling/ grammar [1] ... has to be consistent/perfect [1] he is expected to read/know a lot of history [1] and to know every author [1] ... like his fingers and fingernails [1]	4	

Total marks for Question 1: [7]

				AO2	AO3
2.	(a)	(i)	he was condemned for treason	1	
		(ii)	he had been the father's lawyer/ legal adviser and the law said that the lawyer of a condemned man had to go into exile too	2	
	(b)	(i)	it was thanks to him that his father had been allowed to return from exile he only claimed half of his father's wealth (allowing half for his brother)		2
		(ii)	he had supported his father in court (while the other son had done nothing) he had accompanied his father into exile		2
	(c)		Any one of the following, or other convincing reason: <ul style="list-style-type: none"> • there is no clear-cut answer/ both sides offer plenty of potential for debate • good practice for pupils who were likely to become lawyers themselves 		1

Total marks for Question 2: [8]

				A02	A03
3.	(a)		Any three of the following: <ul style="list-style-type: none"> • baby (with mother feeding) • held in father's arms • driving a (toy) chariot • practising speech-making/ reciting/ reading/ in school 	3	
	(b)	(i)	papyrus/ paper made of reeds	1	
		(ii)	Any two of the following, or other valid reasons: <ul style="list-style-type: none"> • too expensive • not easy to reuse • not easy to write on without a flat desk/ special pens and ink etc. • not easy to carry/ unroll long scrolls 		2

Total marks for Question 3: [6]

				A02	A03
4.	(a)		to connect the minor faults ... of any decent/ brave/ honourable man ... with his (great) reputation/achievements (or same sense expressed in the plural, or in a different order)	3	
	(b)		Any three of the following, or other convincing examples: award 1 for each valid feature identified in the Latin + 1 for plausible interpretation of its effect. position of <i>multi</i> → emphasises how many there are in this category alliteration of M → draws attention to Cicero's mention of great/distinguished men <i>summi atque ornatissimi</i> (superlatives/repetition) → emphasises how great they are <i>partim ... partim</i> → suggests a very long/ varied list! <i>profusa luxuries ... libidines</i> : long list of faults in asyndeton/ gradually getting worse <i>adulescentiae</i> in prominent position → the key point that Cicero wants to make <i>qui vellet</i> → very common/ absolutely normal		6

Total marks for Question 4: [9]

			AO2	AO3
5.	(a)	<p>C: The pupils carried writing tablets on their left arms. D: Flavius charged each pupil eight coins per month.</p> <p>3 ticks (2 correct + 1 wrong) = 1 mark only. 3 ticks (1 correct + 2 wrong) = 0. 4 or more ticks = 0.</p>	2	
	(b)	<p>Any three of the following, or other convincing examples: award 1 for each valid feature identified in the Latin + 1 for plausible interpretation of its effect.</p> <p><i>est ausus</i> → unusual/ ambitious, to send young Quintus to school in Rome</p> <p><i>quas doceat quivis eques atque senator semet prognatos</i> → aiming to introduce Quintus to upper-class society</p> <p><i>vestem servosque sequentes, in magno ut populo</i> → stretching himself to make his son look the part</p> <p><i>avita ex re praeberi ... illos</i> → keen to give the impression of family wealth</p> <p><i>ipse ... omnes circum 9octors aderat</i> → hands-on involvement, practical concern for his son to get the best from the opportunities available to him</p> <p><i>custos incorruptissimus</i> (superlative) → the strictest possible chaperon</p>		6
	(c)	<p>Any six of the following, or other convincing points: must include at least one similarity and one difference:</p> <p>both fathers are happy to spend money on expensive schooling: H's father sends him to the posh school in Rome][the local school father P employs a private top-notch teacher + buys expensive law books</p> <p>both fathers seem ambitious for their sons: H's father wants young Quintus to mix with classy company at school but apparently happy to let him choose his own career + not bothered whether or not he makes a lot of money + a hands-on father, acting as <i>paedagogus</i> in the classroom father P: very concerned to get son into a lucrative career + steers his son towards becoming a lawyer + doesn't even let him enjoy harmless pastimes</p>	4	2

Total marks for Question 5: [14]

		AO2	AO3
6.	<p>Using the marking-grid for 16-mark questions, assess:</p> <p>(for AO2) the range/accuracy of relevant examples cited from the material available – reference to min. 4 texts/pictures needed to achieve band 4;</p> <p>(for AO3) discussion of whether the evidence shows a focus on conforming with the expectations of adults or on developing the interests/abilities of young people.</p> <p>Credit should be given to all valid and supported opinions. Latin quotation is not required.</p> <p>Some likely ways in which the sources might be applied to the question:</p> <p>Our sources generally illustrate the concept of young people being gradually knocked into shape – either by parents (Seneca) or tutors (Martial) or by society in general (Pliny). For Pliny, education = little beyond experience of army discipline + induction into the routine of the Senate.</p> <p>Cicero – despite in this speech allowing a certain amount of licence to young people – is keen to assure his audience that they all conform in the end.</p> <p>Horace's father wants his son to have a good education, not just to develop his interests or abilities (certainly not for poetry!) but to obtain membership of the traditional Roman upper class.</p> <p>The father in Petronius regards his son's education in terms of training for a lucrative career, especially in Law, rather than taking any account of the boy's own interests/abilities. On the contrary, he forcibly suppresses his harmless pastimes and force-feeds him on legal textbooks.</p> <p>More generally, the curriculum in the schools of the <i>Grammaticus</i> and the <i>Rhetor</i> was very narrow – including large amounts of memorisation and practice in legal/political speech-making, little history or geography beyond memorising names and events, and virtually no mathematics or science.</p> <p>The teacher described by Juvenal is expected to be expert in the works of Horace and Virgil and some historical writers, but nothing more – a very limited diet. Pictures 1 + 3 show the prominence given to oratory from an early age.</p> <p>This type of education prepared pupils well for a limited range of future careers in politics and the law, but it paid little attention to young people's personal inclinations or potential.</p> <p>Some may point out that there is no evidence in our selection of sources for the education of girls. Their interests and abilities were assumed to have no scope beyond the household and the family.</p>	8	8

	A perceptive response may also point out that our evidence is entirely concerned with the children of a tiny elite and therefore gives little insight into the much more down-to-earth training offered on a farm, for example, or in the home by parents on an 'as need' basis – though there too there would be little chance of the luxury of catering for individual interests and abilities!		
	Total	16	

Total marks for Question 5: [16]

Total marks for Component: 60

[AO2 = 30 marks; AO3 = 30]

Assessment of 16-mark questions

These questions should **not** be assessed on a point-by-point basis. Rather, examiners should use the grid below to assess the extent to which responses broadly meet the following requirements:

for AO2

- range and accuracy of **knowledge** of the material available
- **appropriate/relevant selection** of examples from content to address the question

for AO3

- convincing **interpretation** of the examples chosen
- **argumentation**/ linkage between examples/ drawing reasoned conclusions

The mark scheme for these evaluative questions contains indicative content. It is not necessary for learners to include all this content in order to achieve the highest band. However, to achieve Band 4 for AO2 it is necessary for a response to refer to **min. 4 texts/pictures**.

It is possible (and in fact common) for learners to achieve marks in different bands for AO2 and AO3, for responses to evaluative questions.

It is not expected that responses will be uniformly successful in all aspects. Examiners should first establish which Band for each AO is most appropriate to the response as a whole, then adjust up/down within the Band to reflect particular strength/weakness in one or other aspect.

Decide on separate marks for AO2 and AO3, write them to the left of the right-hand margin and place the total in the box in the margin.

Band	Mark range	AO2: Characteristics of performance	AO3: Characteristics of Performance
4	7-8	<ul style="list-style-type: none"> • shows excellent knowledge of material available • impressive range of examples to address the question 	<ul style="list-style-type: none"> • thoroughly convincing/perceptive/imaginative interpretation • systematically draws conclusions from the evidence
3	5-6	<ul style="list-style-type: none"> • shows sound knowledge of the material available • good range of examples to address the question 	<ul style="list-style-type: none"> • generally convincing/perceptive/imaginative interpretation • generally draws conclusions from the evidence
2	3-4	<ul style="list-style-type: none"> • shows some knowledge of the material available • several appropriate examples to address the question, but may be either limited in number or not always precise 	<ul style="list-style-type: none"> • some attempts at interpretation of examples, but either not always convincing or not offered for some examples • makes some links/draws some conclusions from the evidence
1	1-2	<ul style="list-style-type: none"> • shows a little knowledge of the material available • a limited range of examples relevant to the question 	<ul style="list-style-type: none"> • slight or generally unconvincing interpretation of examples • an attempt to make links/draw conclusions from the evidence
	0	<ul style="list-style-type: none"> • no relevant response 	<ul style="list-style-type: none"> • no meaningful attempt to link the question to the material