



GCSE MARKING SCHEME

SUMMER 2023

**LATIN - COMPONENT 3A
C990UA0-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 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.

EDUQAS GCSE LATIN
COMPONENT 3A – LATIN LITERATURE (NARRATIVES)
SUMMER 2023 MARK SCHEME

Section A: Tacitus, *Boudica*

			AO2	AO3
1. (a) (i)	(divine) Claudius/(emperor) Claudius	[1]	1	
(ii)	It was built by the Romans/it was a temple to an invading emperor /it was a sign of the Roman conquest. Credit answers that show understanding of the effect a large temple to Roman emperor would have on the native British tribes.	[1]		1
(b)	The leaders had chosen an attractive appearance / over practicality. They had not foreseen any aggression Or similar	[2]	2	

Total for Q1= 4 marks

		AO2	AO3
2.	<p>Candidates should make at least 5 points which are supported by quotation/direct reference to the text and an explanation of why this is relevant. Points should cover a range of reasons e.g. not all omens.</p> <p>Various supernatural signs not hopeful for the Romans were reported e.g. collapse of statue of Victory at Camulodunum, frenzied women making prophecies of doom, groans in the senate house, wailing in the theatre, vision of the colony in the Thames, sea turned red, images of human bodies left on the shore.</p> <p>The procurator, Catus, only sent 200 poorly armed soldiers. There was only a garrison inside Camulodunum.</p> <p>The inhabitants relied on the temple as a place of safety/for protection.</p> <p>There were accomplices inside the colony working for the Britons, so no fortifications were built.</p> <p>The old men and women stayed in the colony.</p> <p>They did not seem to understand the danger even though they were surrounded by barbarians.</p> <p>The colony was attacked, ransacked and burnt and the temple only remained for two days before being burnt.</p> <p>Cerialis and his legion were routed as they arrived and he managed to escape to the camp with the cavalry.</p> <p>Catus, the procurator, was so scared he left for Gaul.</p> <p>Max 3 marks if examples all of one type.</p>	[5]	5

Total for Q2 = 5 marks

			AO2	AO3
3. (a) (i)	Boudica's/her daughters	[1]	1	
(ii)	approaching each tribe reminding them that they were used to a female leader giving a speech.	[2]	2	
(b)	She is avenging her / their lost liberty She is fighting as one of them/an ordinary person She was beaten by the Romans The treatment of her daughters. Credit answers that show understanding of Boudica's intention even if the wording is not as above.	[3]	3	
(c)	The gods (of vengeance) are on her side They have already beaten one legion The rest of the Romans are hiding in camp The Roman soldiers are looking around for an escape route. Any three out of the above or similar.	[3]	3	
(d)	Winning/conquest Falling/dying/defeat Both needed for 1 mark.	[1]	1	
(e)	(A) Let the men live and be slaves.	[1]	1	

Total for Q3 = 11 marks

		AO2	AO3
4.	<p>Candidates should make four points + explanation</p> <p>Content <i>primum ... postquam ...</i> progression/showing discipline and planning of the Romans. <i>legio ... immota</i> – drama increased by them standing still <i>certo iactu</i> – with sure aim. <i>protentis hastis</i> – detail – spears extended <i>circumiecta ... saepserant</i> – the surrounding wagons hedged them in. <i>confixaque telis</i> – gruesome detail <i>iumenta corporum cumulum auxerant</i> – more gruesome detail</p> <p>Style Short clauses – <i>velut cuneo erupit. idem auxiliarium impetus</i> – to increase drama following longer clauses. <i>erupit</i> contrasts with <i>immota</i>. <i>perfringit</i> – compound verb to increase emphasis of violent movement <i>obvium et validum</i> – 'effective obstacle' – two adjectives. <i>ceteri</i> – impersonal description of Britons. <i>difficili effugio</i> – in a difficult flight – dramatic short phrase. <i>abitus</i> – way out – left to the end for dramatic effect. ... <i>miles... mulierum</i> – alliteration to emphasise the killing of women. <i>ne ... quidem</i> – emphasising killing of women <i>confixaque ... corporum cumulum</i> – alliteration to emphasise gruesome detail</p> <p>Credit any valid points not included in the mark scheme. Maximum of 6 marks to be awarded if only content or only style is mentioned.</p>	[8]	8

Total for Q4 = 8 marks

		AO2	AO3
5.	<p>Using the marking grid on the following page, assess for range of relevant examples across the text as a whole + clear interpretations.</p> <p>Credit should be given to all valid and supported responses: for/against/some of each. Latin quotation is not required.</p> <p>Candidates may agree or disagree with the statement as long as they support the argument with evidence from the text and come to a conclusion.</p> <p>Romans Building of ships with flat bottoms shows organisation. The Roman army were frightened by the antics of the Britons on the shore at Anglesey but they still managed to defeat the Britons there and impose rule. Suetonius organised a march back from Anglesey. He made the decision to abandon Londinium to the Britons. In the final battle, Suetonius picked a naturally fortified position and deployed his forces carefully. Suetonius makes a measured but encouraging speech – practical in mentioning who was in the opposing army e.g. lots of women who were unarmed. The Romans had lots of veterans among them. The Romans used their position well by not moving from cover until they had to and then using standard battle formation – a wedge – followed by the cavalry. The battle was efficient, killing any who might have escaped and regrouped. The Romans did not disband over the winter but remained under arms in case of another uprising. The tribes were constantly harried to keep them down.</p> <p>Boudica and the Britons The Britons were driven by a passion for plunder and easy-pickings. They avenged themselves ahead of a defeat by slaughtering as many Romans as they could find. In the final battle the Britons were described by Tacitus as behaving boastfully. They brought their womenfolk to watch the battle and blocked off their escape with the wagons they sat in. Boudica rouses up her forces with a stirring speech, working on their emotions and telling them that the Romans would flee. The Britons were overcome and could not escape the ring of wagons brought by spectators. Boudica died by poison rather than face captivity under the Romans.</p>		

		AO2	AO3
	<p>The tribes were less able to cope as they had not bothered to plan for the winter assuming that they would have Roman plunder to feed them.</p> <p>But Romans were ruthless – beating Boudica and assaulting her daughters Plundering Prasutagus' household The Romans had been lax in not fortifying Camulodunum and relying on symbolism such as the temple of Claudius The arrogance of some Romans leaders (Catus and Cerialis) let them down. The Britons were involved in 'secret conspiracies' after the death of Prasutagus, to regain their freedom.</p>	[12]	6

Total for Q5 = 12 marks

Total marks for Component 3A (AO2: 20 marks, AO3: 20 marks) = 40

Assessment of 12-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 meet the following requirements:

- Appropriate/relevant choice of examples from **content**.
- Convincing **interpretation** of the examples chosen
- **Argumentation**/linkage between examples/drawing reasoned conclusions

It is not expected that answers will be uniformly successful in all aspects.

Examiners should first establish which band for each AO is most appropriate for the response as a whole, then adjust up/down within the Band to reflect particular strength/weakness in any one respect. The separate figures awarded for each AO should be displayed on the script, then added together to give the total mark for the question.

	AO2 Characteristics of performance	AO3 Characteristics of performance
Band 3	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • shows thorough knowledge of the material available • examples are extensive, well selected and fully integrated into the argument 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • thoroughly convincing/perceptive/imaginative interpretation • generally draws conclusions from the evidence
Band 2	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • shows some sound knowledge of the material available • a range of relevant examples to support the argument, but either limited in number or not always precise 	<p style="text-align: center;">3-4 marks</p> <ul style="list-style-type: none"> • some convincing/perceptive/imaginative interpretation • makes some links/draws on some conclusions from the evidence
Band 1	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • shows slight or generally inaccurate knowledge of the material available • a small range of examples, not always relevant to the question 	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • slight or generally unconvincing interpretation of examples • a limited attempt to make links/draws some conclusions from the evidence
	<p style="text-align: center;">0 marks</p> <ul style="list-style-type: none"> • no relevant response 	<p style="text-align: center;">0 marks</p> <ul style="list-style-type: none"> • no meaningful attempt to link the question to the material

Section B: Ovid, *Ceyx and Alcyone*

		AO2	AO3
1. (a)	(i) To go on a voyage (to an oracle)/ to find out more about his brother's transformation. To go on a journey (to Delphi)	[1]	1
	(ii) To take her with him.	[1]	1
	(iii) They will suffer the storms together Unless she suffers dangers along with him she will be afraid i.e. better to suffer them in reality than to imagine them They will endure everything together. They will be carried together across the wide ocean. Two of the above.	[2]	2
(b)	B (The whole delay is indeed long for us).	[1]	1
(c)	Two months/ the time it takes for the moon to wax and wane twice.	[1]	1

Total for Q1 = 6 marks

			AO2	AO3
2. (a)	(Less than) halfway on its journey	[1]	1	
(b)	(i) the captain	[1]	1	
	(ii) the storm winds blowing (in his face) the crashing of the water (drowned out the words)	[2]	2	
(c)	<p>Candidates should make four points + explanation</p> <p>Content</p> <p>Captain The captain was terrified He did not know what to do/the storm was the worst he had seen Men worked <i>sine lege</i> – without orders. Captain did not know what to order or to do The storm is described as <i>potentior arte</i> – greater than his skill</p> <p>Crew Some crew hurried of their own accord to ship the oars. Some hurried to fortify the ship Some to reef/ shorten the sails One baled out One secured the spars/rigging All done without any order from the captain The men were shouting – orders to each other? In fear?</p> <p>Style Ovid begins with <i>sponte</i> – showing how the crew worked together Reinforced with <i>properant</i> – they hurried/use of historic present for immediacy Use of <i>alii ... pars ... pars</i> – to show how different groups worked at different things, all dependent on <i>properant</i> Short clauses to convey speed – <i>subducere remos/ munire latus/ ... vela negare</i> <i>ventis vela</i> – alliteration to draw attention to the force of the winds <i>egerit</i> – promotion of verb to highlight action of baling out <i>hic ... hic</i> to highlight the different actions being performed <i>aequorque ... aequor</i> – repetition to show how there was water everywhere? <i>aspera</i> promoted in short clause to highlight the power of the storm <i>feroces</i> at end of line separated from <i>venti</i> to increase drama Use of <i>bella</i> (wars) to add to the imagery of violence. <i>ipse pavet ... ipse</i> – short clauses to show how afraid the captain was</p>			

		AO2	AO3
	<p>Alliteration of <i>ratis rector</i> to highlight the captain's fear/inability to help</p> <p>Repetition of -ve again highlighting his inaction – <i>iubeatve velitve</i></p> <p><i>tanta mali moles tantoque</i> – chiasmus combined with alliteration to draw attention to the might of the storm</p> <p>Word order of <i>sonant clamore viri stridore rudentes</i> – highlights the sounds and confusion.</p> <p>Repetition of <i>undarum ... unda</i></p> <p>Onomatopoeia of <i>tonitribus</i></p> <p>Credit any other valid points. Maximum of 6 marks to be awarded if only content or only style is mentioned.</p>	[8]	8

Total for Q2 = 12

			AO2	AO3
3. (a)	It is being raised up high on the waves And dragged down deep (into a whirlpool) The waves are making the ship's side make a cracking sound The sea is surrounding the ship, low down as it is.	[3]	3	
(b)	(i) A battering ram/engine of war/the assault on a citadel	[1]	1	
	(ii) Because the ship is doomed/broken/ the ship/citadel is no longer a source of protection.	[1]		1

Total for Q3 = 5

		AO2	AO3
4.	<p>Candidates should make at least 5 points which are supported by quotation/direct reference to the text with explicit evaluative comment.</p> <p>Slow build-up with descriptive, scene-setting images e.g. short opening sentence Alcyone alone and heading for where she had said farewell to Ceyx</p> <p>Reminder of her love for him as she recognises significant places.</p> <p>She sees a body – her initial uncertainty of what it was, despite having been warned by Juno of Ceyx's death. Recognition that it was a body – recalling her fears earlier in story? She weeps for the unknown man and his wife. The body washed gradually closer by waves. She is distressed and finally recognises her husband – the recognition is delayed as much as it can be.</p> <p>Her reaction when she recognises Ceyx – tearing her face, hair and clothes, reaching out to Ceyx. She speaks to him with a rhetorical question.</p> <p>Overall – slow-paced opening and gradual realisation of the identity of the body builds the tension as the audience know from the beginning who it is.</p>	[5]	5

Total for Q4 = 5

		AO2	AO3	
5.	<p>Using the marking grid on the following page, assess for range of relevant examples across the text as a whole + clear interpretations.</p> <p>Credit should be given to all valid and supported responses: for/against/some of each. Latin quotation is not required.</p> <p>Candidates may agree or disagree with the statement as long as they support the argument with evidence from the text and come to a conclusion.</p> <p>Suffering Clear that Ceyx and Alcyone are in love</p> <ul style="list-style-type: none"> - she begs him not to leave as she is afraid of shipwreck, but she is potentially manipulative by asking what she has done to make him go - she has good reasons for not wanting him to go, the wreckage on the beach and tombs without a name - she is prepared to share the danger - Ceyx loves her too but does not want to put her in danger and is grateful he has not done so when the storm hits - he swears to return in 2 months but is aware that this is down to the Fates. - Alcyone collapses with emotion and Ceyx is forced to leave by his enthusiastic crew - there is a long farewell as the ship draws away from the land and out of sight - the storm – is focused initially on the captain and crew and their efforts to outrun the wind - the realisation of the crew that they are doomed and the people to whom they cry out brings our attention back to Ceyx - Ceyx thinks only of Alcyone - the audience feels his distress at not knowing in which direction to look for his homeland - Ceyx prays that his body will wash ashore for Alcyone to bury - her distress when she recognises the body. <p>Happiness</p> <ul style="list-style-type: none"> - Alcyone's joy at being able to embrace her husband with her wings - his reaction to the embrace - the gods pity them and allow them to live as a couple and to rear offspring. 	[12]	6	6

Total for Q5 = 12 (AO2 = 6 AO3 = 6)

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