



GCSE MARKING SCHEME

SUMMER 2018

**GCSE (NEW)
LATIN – COMPONENT 2
C990U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2018 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

COMPONENT 2: LATIN LITERATURE AND SOURCES (THEMES)

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 evaluative questions which are marked using band descriptors (i.e. the 16-mark questions in this component) follow the instructions above the assessment grid.
- 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.
- 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.
- It is possible (and in fact common) for learners to achieve marks in different bands for AO2 and AO3, for responses to evaluative questions.

Theme A: A Day at the Races

				AO2	AO3
1. (a)	(i)	B (green)	[1]	1	
	(ii)	Any two of the following: he had dinner in the stable he stayed/slept in the stable he gave the driver/ Eutyclus a huge sum of money/ 2,000,000 sesterces	[2]	2	
(b)		they made sure that the neighbourhood was quiet	[1]	1	
(c)		they were in the name of a horse/ the horse invited the guests	[1]	1	
(d)		<i>tradtur</i> : he says 'so it is said/so we are told' (rather than stating it as a fact) OR <i>etiam</i> : it is even said that he planned to give him a consulship (or sim.)	[2]	1	1

Total marks for Question 1: [7]

			AO2	AO3
2. (a)		Victoria: breaking ... palms Favor: beating (bare) breasts ... with (savage) hands Gloria: burning/ consigning to flames ... her (crowned) hair	[6]	6
(b)		yoking/driving the black horses → the horses of death/ the Underworld soon/ early → young (Latin not required) Translation (e.g. 'too soon you yoke/drive the black horses') without interpretation = 1	[2]	2
(c)		Any two of the following pairs, or other valid comments /refs to the text: the turning-post in a race [1] ~ the turning-point of his life [1] he always came quickly/ close to the turning-post/ took the turning very close [1] ~ the end of his life also came too soon/ was too close [1] similar sound/position of <i>properata</i> and <i>prope</i> [1] → pun between meanings [1] opposite position of <i>curribus</i> and <i>tuae</i> [1] → emphatic contrast/ suspense [1] use of rhetorical question → invites the reader's involvement/sympathy	[4]	4

Total marks for Question 2: [12]

			AO2	AO3
3 (a)		being interested in the speed of the horses [1] ... or the skill of the men [1]	[2]	2
(b)		Any three of the following, or other convincing examples: award 1 for each valid feature in the Latin + 1 for plausible interpretation of effect. <i>favent panno/pannum amant</i> : tautology (+ chiasmus) → all they are interested in is the tunic <i>si hic color ... transferatur, ... studium favorque transibit</i> : parallel structure → emphasises how easily the spectators' support can shift <i>agitatores illos equos illos, quos ... noscitant, quorum ... nomina relinquunt</i> : repetition of <i>illos</i> + <i>quos/quorum</i> → emphasises how shallow is the spectators' support <i>tanta gratia tanta auctoritas</i> (anaphora) → the overwhelming effect of the different tunics <i>una vilissima tunica</i> : superlative + use of <i>una</i> → how awful! how ridiculous!	[6]	6

Total marks for Question 3: [8]

			AO2	AO3	
4. (a)	(i)	each team wore a different colour	[1]	1	
	(ii)	Any two of: whip ... helmet/hat ... ropes/reins tied round the chest ... long boots ... grieves (NOT chest plates, protective clothing, body armour)	[2]	2	
(b)		Any three of the following, or other plausible interpretations of the picture: two chariots have collided/ run into each other especially common at the <i>meta</i> /turn/ corner horse(s) rearing up in terror/ going in the wrong direction another horse lying dead/injured on the ground bits of chariots coming apart charioteer on LHS lying injured/ dead on the ground charioteer on RHS struggling to compose himself/ weeping/ injured third figure perhaps = one of the rescue team coming to sort out the mess	[3]		3

Total marks for Question 4: [6]

			AO2	AO3	
5. (a)		<i>ingenti mole</i> (both words essential)	[1]	1	
(b)		B (The Chimaera no longer has a helmsman) C (Cloanthus is now in the lead) 3 ticks (2 correct + 1 wrong) = 1 mark only. 4 or more ticks = 0.	[2]	2	
(c)		Any three of the following, or other convincing examples: award 1 for each valid feature in the Latin + 1 for plausible interpretation of effect. use of Historic Present throughout → vivid/ as if happening now/ as if we are present alliteration (e.g. C + G in line 25, S in 25 + 29, P in 27-28, V in 28): + what each e.g. emphasises build-up of noise: <i>ingeminat clamor ... cuncti instigant studiis ... resonat fragoribus aether</i> enjambement in 25/26, also 27/28 → non-stop excitement <i>hi ... hos</i> : clear contrast between the two teams position/assonance of <i>proprium</i> and <i>partum</i> → emphasises their pride/ competitiveness <i>vitam volunt pro laude pacisci</i> (striking phrase) + close translation/ interpretation <i>hos successus alit</i> (another striking phrase) + close translation/ interpretation of metaphor <i>possunt quia posse videntur</i> (neat/striking expression) + close translation/ interpretation	[6]		6
(d)		he promises a big sacrifice/ prays to the gods of the sea the gods/ Portunus give him a push/ make him go 'swifter than an arrow' (or sim.)	[2]	2	

Total marks for Question 5: [11]

			AO2	AO3
6.	<p>Using the marking-grid on the following page, look for a range of positive/negative features of a day at the Circus for a Roman family + specific reference to relevant examples in the material available (min. 4 texts/pictures).</p> <p>Credit should be given to all valid and supported opinions. Latin quotation is not required.</p> <p>Positive attractions might include:</p> <ul style="list-style-type: none"> thrills/ excitement – e.g. the start/ at the <i>meta</i>/ the finish counting the laps on the eggs/dolphins the skill/ technique of the charioteers supporting your own team/ colour/ favourite driver betting meeting girl/boy-friends/ prostitutes children's races, using mini-chariots and small animals music from the band <p>Negative features might include:</p> <ul style="list-style-type: none"> dangers/ gruesome accidents/ deaths animal cruelty repetitive format – always the same snobs dislike mixing with the lower classes heat – no shade 	[16]	8	8

Total marks for Question 6: [16]

Total marks for Component 2 (AO2: 30 marks; AO3: 30 marks): [60]

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:

- appropriate/relevant choice of examples from **content**
- convincing **interpretation** of the examples chosen
- **argumentation**/linkage between examples/drawing reasoned conclusions to make a response to the focus of the question

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 to 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 4	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • shows excellent knowledge of the material available • impressive range of examples, fully integrated into the argument 	<p style="text-align: center;">7-8 marks</p> <ul style="list-style-type: none"> • thoroughly convincing/perceptive/ imaginative interpretation • systematically draws conclusions
Band 3	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • shows sound knowledge of the material available • generally good range of examples, selected to support the argument 	<p style="text-align: center;">5-6 marks</p> <ul style="list-style-type: none"> • generally 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 knowledge of the material available • several appropriate examples, but they are either limited in number or not always relevant or significant 	<p style="text-align: center;">3-4 marks</p> <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
Band 1	<p style="text-align: center;">1-2 marks</p> <ul style="list-style-type: none"> • shows a little knowledge of the material available • a basic range of examples relevant to the subject matter, but with many omissions 	<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/draw 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

Theme B: Youth and Education

			AO2	AO3	
1. (a)		parents are harsh/severe young people don't understand/appreciate what they do for us	[2]	2	
(b)		we realise that they deserve to be loved by us/ they were only trying to help us even for things which we don't like about them	[2]	2	
(c)		D (Few parents are ever properly appreciated by their children)	[1]	1	
(d)		Any one of the following, or other plausible interpretations: we can never keep up with them/ they are always one step ahead of us we feel intimidated/dominated by our parents they die too soon, before we can appreciate/ properly thank them Bare translation (e.g. 'we are generally defeated/ surpassed by our parents') without any interpretation = 1	[2]		2

Total marks for Question 1: [7]

			AO2	AO3	
2. (a)		Any four of the following: <i>a grammaticus</i> deserves more pay than he usually gets even experts like C and P don't receive enough 'whatever it is' (<i>quodcumque est</i>) → it is not very much less than the pay of a <i>rheto</i> r the pupil's guardian/ <i>paedagogus</i> takes a cut the banker/accountant takes a cut	[4]	4	
(b)		the smell they discolour/blacken the books	[2]	2	

Total marks for Question 2: [6]

			AO2	AO3	
3. (a)		Any two of the following: analysing (Latin) grammar (NOT just 'Latin') reading literature Greek history geography	[2]	2	
(b)	(i)	Any two of the following, or other convincing points: the size/age of the pupils wearing togas small-group class using scrolls no girls present	[2]		2
	(ii)	wax tablets/ schoolbag/ lunch/ money (or other plausible suggestion)	[1]		1
(c)		the teacher has written the lines at the top which the pupil has copied below, for handwriting practice	[2]		2

Total marks for Question 3: [7]

			AO2	AO3	
4. (a)	(i)	give an example/ name someone	[1]	1	
	(ii)	he doesn't want to undermine the reputation/praise of good men ... by associating them with any wrongdoing	[2]	2	
(b)		<p>Any three of the following, or other valid examples: award 1 for each valid feature in the Latin + 1 for plausible interpretation of effect.</p> <p><i>multi nostra et patrum maiorumque memori</i> : impressive triplet + alliteration hyperbole of <i>summi et clarissimi</i> → emphasises their quality/contrast with their youth <i>defervissent</i> : reference to metaphor ('cooled/simmered down') → decreased/ceased position/exaggeration of <i>eximiae</i> → emphasises their worth jingle between <i>eximiae</i> and <i>exstiterunt</i> → draws attention to Cicero's positive message <i>vosmet vobiscum</i> (emphatic suffix + repetition): jokey remark ('you all know what I mean') <i>fortis atque illustris viri</i> (tautology) → emphasises the greatness of these men <i>ne minimum quidem</i> → Cicero wishes to hold absolutely nothing against them contrast between <i>minimum erratum</i> and <i>maxima laude</i> → even the slightest criticism would be unfair to men of such great worth</p>	[6]		6

Total marks for Question 4: [9]

			AO2	AO3	
5. (a)	(i)	Anchises (not 'his father')	[1]		1
	(ii)	he may be the son of the man he is accompanying/ the elder Marcellus (ACCEPT 'his son' even when this is ambiguous) or one of his descendants	[2]	2	
(b)		<p>Any four of the following, or other convincing points: minimum 1 from each category.</p> <p>Content: surrounded by companions their noise/excitement → popular/ much liked his impressive appearance/presence black night/ black cloud/ sad shadow around his head metaphor → fated to die soon/young</p> <p>Style: <i>qui (strepitus)</i> <i>quantum (instar)</i> alliteration in line 6, of C or I position of <i>caput</i> in line 7, between <i>nox atra</i> and <i>tristi umbra</i> → graphically suggests that he cannot escape death</p>	[4]	2	2

(c)	<p>Any three of the following, or other convincing examples: award 1 for each valid feature in the Latin + 1 for plausible interpretation of effect.</p> <p><i>o gnate ... ne quaere</i> → too painful to talk about heavily spondaic/ very slow lines 9-10 : very sombre/serious message</p> <p><i>ostendunt ... sinent</i> : the fates will only allow a brief glimpse/ a short time in the world</p> <p><i>nimum</i> in emphatic position : too good for the gods to allow his full potential for Rome</p> <p><i>vobis ... superi</i> : daring appeal/rebuke to the gods</p> <p><i>quantos ... gemitus, quae ... funera</i> : dramatic exclamations</p> <p><i>magnam Mavortis ad urbem</i> → bitter/unfair contrast with the greatness of Rome</p> <p><i>quae, Tiberine ... recentem</i> : even the river will join in the mourning</p>	[6]		6
(d)	<p>A (Marcellus' ancestors are related to the Trojan race) E (Italy will never boast so much about any of its offspring)</p> <p>3 ticks (2 correct + 1 wrong) = 1 mark only. 4 or more ticks = 0.</p>	[2]	2	

Total marks for Question 5: [15]

		AO2	AO3	
6.	<p>Using the marking-grid on the following page, look for links between Roman education/upbringing and adult life + specific reference to relevant examples in the material available (min. 4 texts/pictures).</p> <p>Credit should be given to all valid and supported opinions. Latin quotation is not required.</p> <p>Aspects which were good preparation for adult life might include:</p> <ul style="list-style-type: none"> emphasis on speech-making: very useful for prospective lawyers or politicians memorisation: important in a world with less emphasis on writing learning the skills of writing on papyrus + wax tablets strict discipline/ respect for elders/ hard work ethic emphasis on tradition – helps to maintain national cohesion/ social system etc. opportunity to 'network' with other upper-class types whom you might find in the Senate etc. <p>Aspects which were not good preparation for adult life might include:</p> <ul style="list-style-type: none"> emphasis on speech-making – little practical use/ only for a small range of careers limited curriculum – especially, little or no maths. or science little education for girls – regarded as primarily mothers, rather than having careers few opportunities to socialise outside your own social class – or with the opposite sex 	[16]	8	8

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