

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/ Eutychus 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 pannol/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

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	2

Total marks for Question 1: [7]

			AO2	AO3
2. (a)		Any four of the following: a <i>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	2
	(ii)	wax tablets/ schoolbag/ lunch/ money (or other plausible suggestion)	[1] 1	1
(c)		the teacher has written the lines at the top which the pupil has copied below, for handwriting practice	[2] 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

(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 <i>ostendunt ... sinent</i> : the fates will only allow a brief glimpse/ a short time in the world <i>nimum</i> in emphatic position : too good for the gods to allow his full potential for Rome <i>vobis ... superi</i> : daring appeal/rebuke to the gods <i>quantos ... gemitus, quae ... funera</i> : dramatic exclamations <i>magnam Mavortis ad urbem</i> → bitter/unfair contrast with the greatness of Rome <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: 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> <p>Aspects which were not good preparation for adult life might include: 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</p>	[16]	8	8

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