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END OF QUESTION PAPER

12. Subject Specific Marking Instructions

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Question			Answer	Mark	Guidance
4	(a)		the corpse replied / responded (1) / addressed / spoke to / the people / crowd (1) with a deep groan (1)	AO2 2	Allow any two of the answers 'deep' must be translated for the mark Allow 'groaned deeply'
4	(b)		the man was murdered by his new bride / wife (1) by poison / a deadly wine-cup (1)	AO2 2	Reference to 'new' is required for the mark.
4	(c)		he intended to give them clear proof(s) of the truth (1) and show what no one (else) has found out / predicted (1)	AO2 2	Require reference to <i>perlucida</i> and <i>documenta</i> for first mark Reference to <i>indicabo</i> required for the second mark. Allow: 'show what had not yet been uncovered / found out' Do not allow 'documents'

Question			Answer	Mark	Guidance
					<i>aurium vulnera</i>: my wounded ears = serious error Errors of tense are serious errors, but candidates who put both <i>celavi</i> and <i>obtexi</i> in the present tense should lose one mark max. Maximum of 4 serious errors for 3 marks 5 or more serious errors equate to max 2 marks For 2 marks, at least one full phrase must be translated correctly. At least 4 words with the correct meaning for 1 mark

Guidance on applying the marking grids for the 5-mark set text translation

The mark scheme awards marks for the proportion of sense communicated. If a candidate has communicated the 'gist' of a sentence (e.g. they know who has done what to whom) they will score 5, 4 or 3 marks. If they have not understood the basic sense of the sentence, they will score a maximum of 2.

A completely correct translation with no omissions or errors will always score 5. The key judgment for a candidate who has demonstrated understanding of the overall meaning of the sentence is whether they should score 5, 4 or 3. This will depend on the gravity of their errors/omissions and may depend on the number of words in the sentence to be translated or the difficulty of the Latin and is usually decided at standardisation after a judgment has been formed about the performance of candidates. The final decisions on what constitute 'inconsequential' and 'more serious errors' will be made and communicated to assessors via the standardisation process (after full consideration of candidates' responses) and these decisions will be captured in the final mark scheme for examiners and centres.

A word containing more than one error should be treated as a maximum of one serious error. Repeated and consequential vocabulary errors should not be penalised.

5	Perfectly accurate with no errors or omissions, or one inconsequential error.
4	Essentially correct but two inconsequential errors or one more serious error.
3	Overall meaning clear, but more serious errors or omissions.
2	Part correct but with overall sense lacking/unclear
1	No continuous sense; isolated knowledge of vocabulary only.

Question			Answer	Mark	Guidance
			know that he has a garden that Canius can use • <i>clever / smart</i>: Pythius knows how to draw Canius in. He invites him to dinner so that he can see the gardens for himself • <i>deceitful</i>: he comes up with the trick to make it look like the lake is full of fish • <i>prone to exaggeration</i>: he tells Canius that all the fish that are in Syracuse are in this lake Assess against criteria in the 10-mark grid (see below).		

Guidance on applying the marking grids for the 10-mark extended response

Two Assessment Objectives are being assessed in this question – AO2 (Demonstrate knowledge and understanding of literature) and AO3 (Analyse, evaluate and respond to literature). The two Assessment Objectives are equally weighted. Examiners must use a best fit approach to the marking grid. Where there are both strengths and weaknesses in a particular response, particularly imbalanced responses in terms of the assessment objectives, examiners must carefully consider which level is the best fit for the performance overall. For example, you should not be able to achieve a mark of 8 made up of AO2 = 6 and AO3 = 2.

Responses are credited for AO2 for the detail and accuracy of the knowledge of the set text they deploy and for their understanding of the set text(s). Responses are credited for AO3 for how well the response addresses the question, for candidates selecting relevant examples from the set texts they have studied and drawing and expressing conclusions based on the selected examples in relation to the question posed. Candidates will be assessed on the quality of the conclusions and points they argue and the range and quality of the examples they have selected.